

INTRODUCTION

LEARNING TASHLHEET

Even under the best conditions, learning a new language can be challenging. Add to this challenge the rigors of Peace Corps training, and you're faced with what will be one of the most demanding-and rewarding-aspects of your Peace Corps experience: learning to communicate to Moroccans in their own language. But it can be done. And rest assured that you can do it. Here are a few reasons why:

- **You are immersed in the language:** some people may need to hear a word three times to remember it; others may need thirty. Learning TashlHeet while living and training with Moroccans gives you the chance to hear the language used again and again.
- **You have daily language classes with Moroccan teachers:** you're not only immersed in the language; you also have the opportunity to receive feedback from native speakers on the many questions that predictably crop up when one learns a new language.
- **Peace Corps has over forty years of experience in Morocco:** your training, including this manual, benefits from the collective experience gained by training thousands of Americans to live and work in Morocco. You will benefit from and contribute to that legacy.

Despite these advantages, at times you may still feel like the task of learning TashlHeet is too much to handle. Remember that volunteers like you having been doing it for decades, however. One of the most rewarding aspects of your time will be communicating with Moroccans in TashlHeet, surprising them and yourself with how well you know the language. When that time arrives, your hard work will have been worth it.

TRANSCRIPTION OF TASHLHEET

In order for trainees to move quickly into TashlHeet, Peace Corps uses a system of transcription that substitutes characters of the Latin alphabet (a, b, c, d, ...) for characters from Arabic script (أ, ب, ج, د, ...). With this system, it isn't necessary for a trainee to learn all of Arabic script before he or she begins to learn the language. On the contrary, once you became familiar with the system, of transcription, you will be able to "read" and "write" TashlHeet fairly

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quickly-using characters you are familiar with. You will also learn Arabic script during training, but with transcription it isn't necessary to know it right away. Throughout the book, therefore, you will always see both the Arabic script and the transcription. **Becoming familiar with the Peace Corps' system of transcription is one of the best things you can do, early on, to help yourself learn TashlHeet. Practicing the different sounds of TashlHeet until you can reproduce them is another.** This introduction is intended mainly to help you get started the system with of transcription, and as a result it will mention only briefly the different sounds of TashlHeet. However, a fuller explanation can be found on page 204.

Sounds you already know

The large majority of consonants in TashlHeet are similar to sounds that you have in English. The vowels in TashlHeet are similar to English vowels. In the following table, each transcription character that represents a sound **you already know** will be explained. The sounds are **not necessarily what you may expect**, but each character was matched with a sound or good reasons.

Transcription Character	Arabic Character	Description
A		Sometimes the /ä/ in "father," sometimes the /a/ in "mad"
B		the normal English sound /b/
D		the normal English sound /d/
E		the short "e" sound /e/ as in "met" (this transcription character is not used often, only when confusion would be caused by using the transcription character "a")
F		the normal English sound /f/
G		the normal English sound /g/ as in "go"
H		the normal English sound /h/ as in "hi."
I		the long "ee" sound /ē/ as in "meet"
J		the /zh/ sound represented by the 's' in

		"pleasure"
K		the normal English sound /k/
L		the normal English sound /l/
M		the normal English sound /m/
N		the normal English sound /n/
O		the long "o" sound /ō/ as in "bone" (this transcription character is not used often, mainly for French words that have entered TashlHeet)
P		the normal English sound /p/
R		This is not the normal English "r," but a "flap" similar to the Spanish "r" or to the sound Americans make when they quickly say "gotta" as in "I gotta go."
S		the normal English sound /s/
T		the normal English sound /t/
U		the long "oo" sound /ü/ as in "food"
V		the normal English sound /v/
W		the normal English sound /w/
Y		the normal English sound /y/
Z		the normal English sound /z/
Š		the normal English sound /sh/ as in "she"
Some vowel combinations		
Ay		the "ay" as in "say"
Au		the "ow" as in "cow"
Iu		the "ee you" as in "see you later"

New sounds

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There are eight consonants in TashlHeet that you do not have in English. It may take you some time to be able to pronounce these correctly. At this point, what's important is that you learn the transcription of these sounds. See page 204 for more information on how to pronounce the sounds in TashlHeet.

Transcription Character	Arabic Character	Sound	
d		The TashlHeet emphatic "d"	These sounds are pronounced like their non-emphatic counterparts, but with a lower pitch and a greater tension in the tongue and throat.
s		The TashlHeet emphatic "s"	
t		The TashlHeet emphatic "t"	
q		Like the English /k/ but pronounced further back in the throat	
x		Like the 'ch' in the German "Bach;" some people use this sound to say <i>yech!</i>	
ġ		Like the x sound above, but pronounced using your voice box; similar to the French "r"	
h		Like the English "h," except pronounce deep in the throat as a loud raspy whisper.	
		This sound will be difficult at first. It can be approximated by pronouncing the 'a' in "fat" with the tongue against the bottom of the mouth and from as deep in the throat as possible	

Shedda

If you see a **transcription character doubled**, that means that a "shedda" is over that character in the Arabic script. For example, in the following table, you will see how the transcription changes for "shedda", and thus the pronunciation.

English Translation	Transcription	Arabic Script
To drink	su	
To water	ssu	

This small character, which looks like a "w," is the shedda. That is why the transcription has a doubled "s".

Notice that these two verbs are spelled differently in the transcription. The verb "to drink" does **not** have a shedda on the "s" in Arabic script, and that's why there is only one "s" in the transcription. The verb "to water" **does** have a shedda in the Arabic script, and that is why the transcription doubles the letter "s". **These two verbs are pronounced differently, so you must pay attention to doubled letters in the transcription.** To learn more about how we pronounce the shedda in Arabic, see page 207. For now what's important is that you understand the transcription.

Other symbols

Sometimes, you will see a **hyphen** used in the transcription: **it indicates the definite article**. For some letters, the definite article (the word "the") is made by adding the letter "L". For others, it is made by doubling the first letter. In both cases, a hyphen will be used to indicate to you that the word has the definite article in front of it. See page 208 for more information on the definite article.

In these instances, the hyphen **does not necessarily indicate a change in pronunciation**. The hyphen is there to make it easy for you to see when a definite article is being used, for example. It is a visual indicator, not an indicator of pronunciation. Sometimes the rhythm of speech may seem to break with the hyphen; other times the letters before and after the hyphen will be pronounced together.

Another symbol you will sometimes see is the **apostrophe (')**. When you see an apostrophe, it indicates a "glottal stop", which is the break between vowels as heard in the English exclamation "uh oh". That is to say, if you see an apostrophe you should not connect the sounds before the apostrophe with the sounds after the apostrophe. Pronounce them with a break in the middle.

Words and syllables without vowels

Sometimes you will see syllables or even whole words without any vowels written in them. This is normal in TashlHeet. To the English speaker, however, this seems impossible, since we have always been taught that all words must contain a vowel sound. Which side is correct? Well, in a sense they both are. In reality, it is indeed possible to pronounce consonants together without articulating a vowel sound; you do it a lot in English at the beginning of words. Think about the word "street". You pronounce these consonants (s, t, and r) without any vowels between them. So it is possible. The only challenge with

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TashlHeet is that the consonant combinations are new for English speakers (you don't put the /sh/ sound next to the /m/ sound, for example, but in TashlHeet we do.

However, try for a moment to pronounce only the letters "str", not the whole word "street". In this case, most English speakers will hear something that sounds like the word "stir", with certain consonant combinations, that is to say, it sound to the English speaker like there is a vowel in the middle, even if there isn't. The "vowel" is in reality just the normal sound made as one consonant sounds transitions to another.

Part o learning TashlHeet is becoming comfortable with new consonants combinations and practicing those combinations without necessarily placing a vowel in the middle. The transcription words, you will notice, only include characters for vowels when there really is a vowel in the word. It may seem difficult at first, but it is better to accustom yourself to this as early as you can.

Why not just write "sh"?

A final point about the transcription. At times it may seem overly complicated to someone beginning TashlHeet. For example, why doesn't it just use "sh" for the /sh/ sound? The answer is this: well, in TashlHeet it is normal for the /h/ sound to follow the /s/ sound. If we use the "sh" to represent /sh/ sound, there would not be any way to represent /s/ plus /h/ sound, because it possible to represent /s/ plus /h/ and /sh/ plus /h/ (yes, in TashlHeet both these combinations are used).

All of this concerns a larger point: **the transcription system used in this book may appear complex at first, but it has been carefully thought out** and in the end it is the easiest system possible. That said, the sooner you can make the transition to reading Arabic script, the easier it will be to pronounce TashlHeet correctly.

GREETING

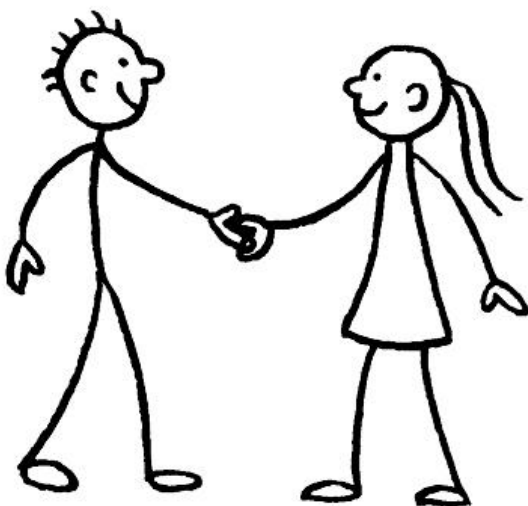
Objective: By the end of this chapter, you will be able to:

- Greet people and introduce yourself in TashlHeet.

Cultural points.

Greetings and farewells (goodbyes) are two important aspects of Moroccan life. Greetings are not to be compared with the quick American "HI". It takes time for two people to exchange different questions and answers which interest them about each other, their families, and life in general. Greetings change from one region to another, both in the questions posed and in the fashion of the greeting (i.e. shaking hands, kissing cheeks head or hands, or putting one's hand over one's heart after shaking hands).

If you greet a group of people, then the way you greet the first person is the way you should greet everyone in the group. Don't be surprised if you are greeted by a friend but he does not introduce you to other people with whom he may be talking. Do not be surprised if you are in a group and you are not greeted as others are in the group (people may be shy to greet a stranger). It is also not necessary to give an overly detailed response to a greeting-only the usual response is expected. For example, "how are you?" requires only a simple "fine, thanks be to God".



How do people greet each other in different cultures?

Vocabulary:**Greeting expressions**

A: Peace be upon you.	s-salamu alaykum	
B: Peace be upon you too.	Wa alaykum s-salam	
A: Good morning	sbaH l-xir	
B: Good morning	sbaH l-xir	
A: Good afternoon	msa l-xir	
B: Good afternoon	msa l-xir	
Name	ism	
What's your name?	madak ism? (m)	
	madam ism? (f)	
	ma ysmnk? (m)	
	ma ysmnm? (f)	
My name...	isminu...	
Your name...	ismnk... (m)	
	ismnm...(f)	
His/her name...	ismns...	
Nice to meet you.	mtšrfn	
How are you?	mamnk a tgit?	
Are you fine?	labas?	
Good, thanks be to God.	labas, l-hamdullah	
	labas, nškr̥t i rb̥bi	
Goodbye.	ay awn rb̥bi	
How are you?	manzakin? (m)/manzakmin (f)	
	is thnna?	
Good, thanks.	isaqsa gik l-xir (m)	
	isaqsa gim l-xir (f)	

Greetings dialogue

Amina :	s-salamu alaykum.		
Chris :	wa alaykum s-salam.		
Amina :	mamnk a tgit ?		
Chris :	labas, l-Hamullah. imma kmmi ?		
Amina :	labas, nškr̥t i rb̥bi.		
Chris :	sam̥niyyi, madam ism?		
Amina :	isminu Amina, ima kyyi?		
Chris :	isminu Chris.		
Amina :	mtš̥rfin.		
Chris :	mtš̥rfin.		

**GRAMMATICAL POINTS**

1. **INDEPENDENT PRONOUNS.**

I	nkki	
You (masculine singular)	kyyi	
You (feminine singular).	kmmi	
He	ntta	
She	nttat	
We	nkni	
You (masculine plural)	knni	
You (feminine plural)	knninti	
They (masculine)	ntni	
They (feminine)	ntnti	

2. **POSSESSIVE PRONOUNS.**

In order to express possession in TashlHeet the combination of the preposition "n, " (of) and a suffix (ending) is added to the end of words.

singular			plural		
My	_nu / inu *		Our	_ng	
Your (m)	_nk		Your (m)	_nun	
Your (f)	_nm		your (f)	_nunt	
His	_ns		Their (m)	_nsn	
Her	_ns		Their (f)	_nsnt	

* "my" (nu) is used for word ending in vowels, while (inu) is used for words ending in consonants.

Example of a word ending in a vowel:

House	tigmmi	
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My house	tigmminu	
Your house (M, S)	tigmmink	
Your house (F, S)	tigmmim	
His house /Her house	tigmmis	
Our house	tigmming	
Your house (M, P)	tigmmimun	
Your house (F, P)	tigmmimunt	
Their house (M)	tigmmisn	
Their house (F)	tigmmisnt	

Example of a word ending in a consonant:

Book	l-ktab	
My book	l-ktabinu	
Your book (M, S)	l-ktabnk	
Your book (F, S)	l-ktabnm	
His /her book	l-ktabns	
Our book	l-ktabng	
Your book (M, P)	l-ktabnun	
Your book (F, P)	l-ktabnunt	
Their book (M)	l-ktabnsn	
Their book (F)	l-ktabnsnt	

3. MASCULE AND FEMININE NOUNS.

In general, all nouns beginning with (a), (i) or (u) are masculine. For example:

Man	argaz	
Satan	iblis	
Rain	anzar	
Moon	ayyur	
Heart	ul	

In general, all nouns beginning with (t) are feminine. For example:

Bee	tizwit	
Bride	tislit	
Bottle	taqr it	

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Nose	tinxar	
Sun	tafukt	
Grass	tuga	

There are many Arabic words that have been integrated into the TashlHeet language. We divide these words into two categories:

- Those which have become part of TashlHeet.
- Those which have retained their Arabic form.

- Masculine nouns

a) Arabic nouns that have the same form as TashlHeet nouns (initial vowel). The Arabic noun is prefixed with the vowel (a):

Soldier	a skri	
Carpenter	anjjar	
Welder	ahddad/ s-sudur	

These nouns behave the same way as the TashlHeet nouns, they follow the same rules.

b) Nouns which have retained their Arabic form*:

Charcoal	l-faxr	
Brazier	l-mjmr	
Glass	l-kas	
Market	s-suq	
Box	- nduq	
Door	l-bab	

- Feminine nouns

1) For those words already possessing the TashlHeet feminine marker (t), we change the final Arabic feminine marker (a) to (t).

Broom	tašttabt	
Cartridge	ast	

Garden	tal t	
Bag	talxnšt	
Bottle	taqr it	

2) Words that have retained their Arabic form, prefixed with the definite article.

Threshold	l- tbt	
Dagger	l-kmmiyt	
World	d-dunit	
Gas tank	- a	
School	l-mdrasa	
Tape recorder	l-musjjala	
Court	l-mhkama	
Brush	š-šita	
Car	- umubil	
Room	l-bit	

- How to form a feminine noun

Generally, we form the feminine of a masculine noun by adding a t () both at the beginning and at the end of the noun.

Rooster	afullus		Hen	tafullust	
Boy	afrux		Girl	tafruxt	
Berber (m)	ašlhi		Berber (f)	tašlhit	
Nurse (m)	afrmli		Nurse (f)	tafrmlit	
Groom	asli		Bride	taslit	
	isli			tislit	
Worker (M)	axddam		Worker (F)	taxddamt	

Certain feminine nouns are different from their masculine noun counterparts.

Man	argaz		Woman	tamgart	
Bull	azgr		Cow	tafunast	
Ram	izimmr		Ewe	tili	
Brother (my)	gma		Sister (my)	ultma	
Son (my)	iwi		Daughter (my)	illi	

4. CONSTRUCTED AND ISOLATED NOUNS.

In TashlHeet, we distinguish between the "constructed" form and the "isolated" form of certain nouns. By the "constructed" form, we mean the change

of the initial syllable of certain nouns. This is mainly true with words beginning with (a) (). This vowel changes to (u) ():

Man	argaz		→	urgaz	
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For certain nouns, however, the vowel changes from (a) () to (wa) ():

River	asif		→	wasif	
Water	aman		→	waman	

For certain feminine nouns beginning with (ta) () or (ti) (), we drop the (a) () or the (i) () in the "constructed" form:

Woman	tamgart		→	tmgart	
House	tigmmi		→	tgmimi	

These nouns do not undergo changes when they are used in the isolated form (by themselves): argaz (), asif (), tamgart (), etc., or when they act as direct objects: zrig argaz (), zrig tamgart (), but do undergo changes in the following instances:

1. Under the influence of certain prepositions:

The road of Agadir	ağaras n ugadir	
I went to the village.	ddig s uduwwar.	
He talked to the man.	isawl d urgaz.	
She swam in the river.	t um ġ wasif.	
We went home.	ndda s tgmimi.	
We rode on a mule.	ini f tsrdunt.	
She gave it to the woman.	tfkat i tmgart.	
They went to the shop.	ddan s thanut.	
I went to the forest.	ddig s tagant.	

Notice in the last example, the word tagant (, forest) didn't change. Here are some other nouns that do not change:

Mare	tagmart	
Back	tadawt	
Goat	tagat	
Brazier	takat	
Fig	tazart	
Neighbor	tadjart	
Salt	tisnt	
Meal	tirmt	
Eye		
Garlic	tiskrt	
Date	tiyni	

2. After the number yan/yat (, one):

One man	yan urgaz	
One woman	yat tmgart	
One day	yan was	

3. As a subject following the verb:

The boy is in the house.	illa ufrux ġ tgmml.	
Where is the house?	manig tlla tgmml?	
There is straw in the water.	illa walim ġ waman.	
The man went to the souq.	idda urgaz s s-suq.	

PRACTICE

Exercise 1: Put the dialogue in the right order.

Brahim:	mtšrfn		
Rashida:	ay awn rbbi		
Brahim:	isminu brahim		

Rashida:	mtšrfn		
Brahim:	labas, nškrt i rbbi. samhiyyi, madam ism ?		
Rashida:	sbaH l-xir		
Brahim:	manzakmin, labas?		
Rashida:	labas isaqsa gik l-xir. imma kyyi ?		
Brahim:	sbaH l-xir		
Rashida:	isminu Rachida. imma kyyi madak ism ?		
Brahim:	ay awn rbbi, bslama.		

Exercise 2: use the following words with the appropriate possessive pronouns.

Goat	tagat	
Hand	afus	
Carpet	tazrbit	
Book	l-ktab	

1-Your (m, s) hand

4-their (f) book

7-Their (m) goat

2-Our book

5-your (f, p) carpet

8-Her hand

3-My carpet

6-your (f, s) goat

9-his hand

PERSONAL INFORMATION

Objective: by the end of this chapter, you will be able to:

- Ask and answer questions about nationalities, cities, age, and marital status.

Cultural Points

Avoid asking about the salary and age (sometimes) of people, especially women. Men should not enquire about the wives or other female relations of someone this could be seen as expressing an inappropriate interest. People won't always tell you about their jobs and other personal concerns if not asked. Religion can be a sensitive issue and sometimes people are not willing to express their views.

Vocabulary

Where are you (m) from?	g mani tgit?	
Where are you (f) from?	ult mani tgit?	
I am (m) from the US	nkki gig g mirikan.	
I am (f) from the US	nkki gig ult mirikan.	
I am American (m)	nkki gig amirikani.	
I am American (f)	nkki gig tamirikanit.	
I am(m) from Morocco	nkki gig g l-mgrib.	
I am (f) from Morocco	nkki gig ult l-mgrib.	
I am Moroccan (m)	nkki gig amgribi.	
I am Moroccan (f)	nkki gig tamgribit.	
Where are you from?	mani gan tamazirt?	
Where are you (m) from in the US?	umani tgit g mirikan?	
Where are you (f) from in the US?	ultmani tgit g mirikan?	
Are you?	is tgit... ?	
Are you American? (m, f)	is tgit amirikani / tamirikanit?	
And you? (m, f)	imma kyyi/kmmi?	
City	tamdint	
State	wilaya	
Big (f)	tmqqur / txatr	
Small	tmzzi	
Excuse me	samhiyyi	
I am not...	ur gig...	
But	walakin/walaynni	
Married (m, f)	itahl/ttahl	
No, not yet	uhu, urta	
Are you a tourist?	is tgit turist?	
I work with the Peace Corps	ar txdamg d ha'yat s-salam.	

Dialogue

Steve:	samhiyyi, umani tgit?		
Brahim:	nkki gig amgribi.		

Steve:	mani ġ l-mgrib?		
Brahim:	nkki a, imma kyyi?		
Steve:	nkki ġiġ amirikani.		
Brahim:	mani ġ mirikan?		
Steve:	Washington		
Brahim:	is tga Washington tamdint imzzin?		
Steve:	uhu, washington tga tamdint imqqurn.		
Brahim:	samhiyyi, mnnaw isggasn dark?		
Steve:	26 usggas, imma kyyi?		
Brahim:	nkki dari 30 usggas, is tahlt?		
Steve:	uhu, urta.		
Brahim:	ula nkki. is tgħit turist?		
Steve:	uhu, nkki ar txdamġ d hay'at s-salam.		
Brahim:	mtšrfīn, bslama.		
Steve:	bslama.		



GRAMMATICAL POINTS

1- THE VERB "TO BE"

In tashlHeet, the verb "to be" can take two forms: (ili) and (g).
The 1st denotes "be in a place, to exist"; while the 2nd denotes "state of being, become, put".

- "to Be": to exist, to be in a place.

ili

I am	lliğ	
You are (m/f, s)	tllit	
He is	illa	
She is	tlla	
We are	nlla	
You are (m, p)	tllam	
You are (f, p)	tllamt	
They are (m)	llan	
They are (f)	llant	

- "to Be": state of being, become, put.

g

I am	giğ	
You are (m/f, s)	tgit	
He is	iga	
She is	tga	
We are	nga	
You are (m, p)	tgam	
You are (f, p)	tgamt	
They are (m)	gan	
They are (f)	gant	

Examples:

The donkey is in the field.	ağyul illa ğ igr.	
The donkey is an animal.	ağyul iga l-bhimt.	
Samira is in the hospital.	Samira tlla ğ s-sbitar.	

Samira is a nurse.	Samira tga tafrmlit.	
He put the water in the bottle.	iga amam ġ tqr it.	
The water is in the bottle.	aman llan ġ tqr it.	

2- DEMONSTRATIVE PRONOUNS, ADJECTIVES AND INDEFINITE PRONOUNS

This, that, these, and those are used often in TashlHeet, like in English. But, unlike in English, in TashlHeet we must be aware of whether they act as adjectives or pronouns. Think about how we use these words in English. Sometimes, we use them before a noun. When we use them before a noun, they are called demonstrative adjectives.

This car is John's.

I like **these** towels.

I want **that** book.

Those flowers smell lovely.

Sometimes, we use them by themselves. In this case, they are called demonstrative pronouns.

This is John's.

I like **these**.

I want **that**.

Those smell lovely.

It isn't necessary to know their names, but it is necessary to pay attention to whether they are before a noun or not. Let's first look at the pronoun forms in TashlHeet, which you will use first as beginner.

a- Demonstrative pronouns.

Demonstrative pronouns	Masculine		Feminine	
This	ġwad		xttad	
These	ġwin		xttid	
That	ġwan		xttan	

Those	ḡwin		xttin	
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Examples:

What's this? (m)	ma yga ḡwad	
This is a chair.	ḡwad iga l-kursi.	
What's that? (f)	ma tga xttan?	
That's a TV.	xttan tga t-tlfaza.	
Is it this (m) or that (f)?	izd ḡwad nḡd xttan?	
I want these and those.	riḡ ḡwid d ḡwin.	

At first, you may have difficulty knowing whether to use masculine or feminine forms of this or that. Moroccans should understand you even if you make an error with gender however.

b- Neutral demonstratives.

Sometimes in English, we use the words this and that to talk about a general situation, not about specific things.

For example: - some of the students are late for class. I don't like that.

In TashlHeet, different expressions are used for these meanings.

This thing / these things	ḡayad	
That thing /those things	ḡayan	

c- Demonstrative adjectives.

These demonstrative adjectives, which indicate place, come always after noun.

This/ these	ad	
This country is big	tamazirtad tmqqur	
These girls are beautiful	tifrxinad Hlant	
These fields are small	igranad mzzin	
This carpet is nice	tazrbitad tHla	

That/ those	an	
That dog is ugly.	aydiyan ixšn.	
That flower is dead.	ajddigan immut.	
Those chickens are	han.	

healthy.		
----------	--	--

When ad () or an () comes after a noun that ends with a vowel, we prefix the (y) () to the ad or an.

d- Demonstrative indefinite pronouns.

The demonstrative indefinite pronoun: "the other, the others"

Demonstrative pronouns	Masculine		Feminine	
The other (one)	wayya		tayya	
The others	wiyya		tiyya	

Examples:

I have one and you have the other.	tlla dari yat, tayya tlla dark.	
These men plowed the fields; the others went to the souq.	irgaznad krzn igran, wiyya ddan s s-suq.	
One horse is here, the other one is in the barn.	yan wayyis illa gid, wayya illa g r-rwa.	

3- THE POSSESSIVE WORD "win/ tin" ().

In TashlHeet, you have already learned that possession can be expressed by adding the possessive pronouns to the end of a word (see page 10). Another way to express possession is through the word "win" (m)/ "tin" (f) (), which must agree with the gender of the noun. The same possessive pronouns you learned before are attached to the end of win/tin ().

Possessive pronoun	Masculine		Feminine	
Mine	winu		tinu	
Yours (m, s)	wink		tink	
Yours (f, s)	winm		tinm	
His/ hers	wins		tins	
Ours	wing		ting	
Yours (m, p)	winnun		tinnun	

Yours (f, p)	winnunt		tinnunt	
Theirs (m)	winsn		tinsn	
Theirs (f)	winsnt		tinsnt	

Examples:

This is my book.	ḡwad iga l-k ^u tabinu.	_____
This is mine.	ḡwad iga winu.	
These are my fingers.	ḡwid gan ____ aninu.	_____
These are mine.	ḡwid gan winu.	
Whose is this? (m)	win mit a yga ḡwad?	
This is ours.	ḡwad iga wing.	
Whose is this? (f)	tin mit a tga xttad?	
This is theirs.	xttad tga tinsnt.	

PRACTICE

Exercise 1: substitute the underlined words by the corresponding possessive pronoun ending.

d-dwa n Amanda.	_____ -
d-dwayad iga	
- ndala n <u>Nancy d Lisa</u> .	_____ -
- ndalayad tga	
tirmt n Jack d Aicha.	_____ -
tirmtad tga	
tigmmi n SalH.	_____ -
tigmmiyad tga	

**BERBER WISDOM**

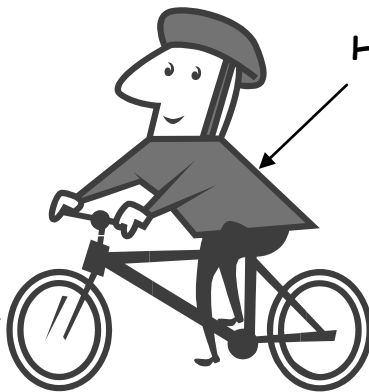
Exercise 2: Ask a question about possession for each picture. Then, give the correct answer. The first one is for you.

Q: win mit iga l-
bišklit ad?

A: l-bišklit ad iga win
hassan.

Hassan

?

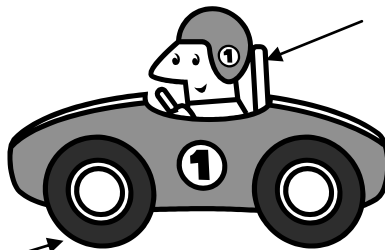


Q: _____?

A: _____s id.

Said

?

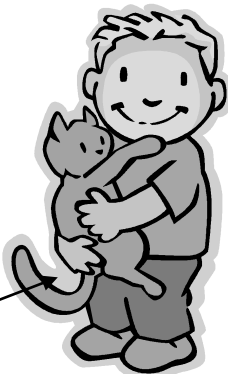


Q: _____?

A: _____ahmd.

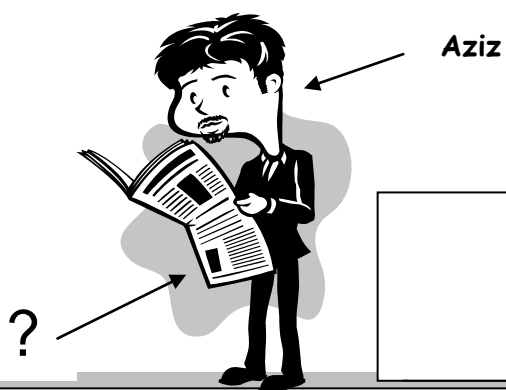
Ahmed

?

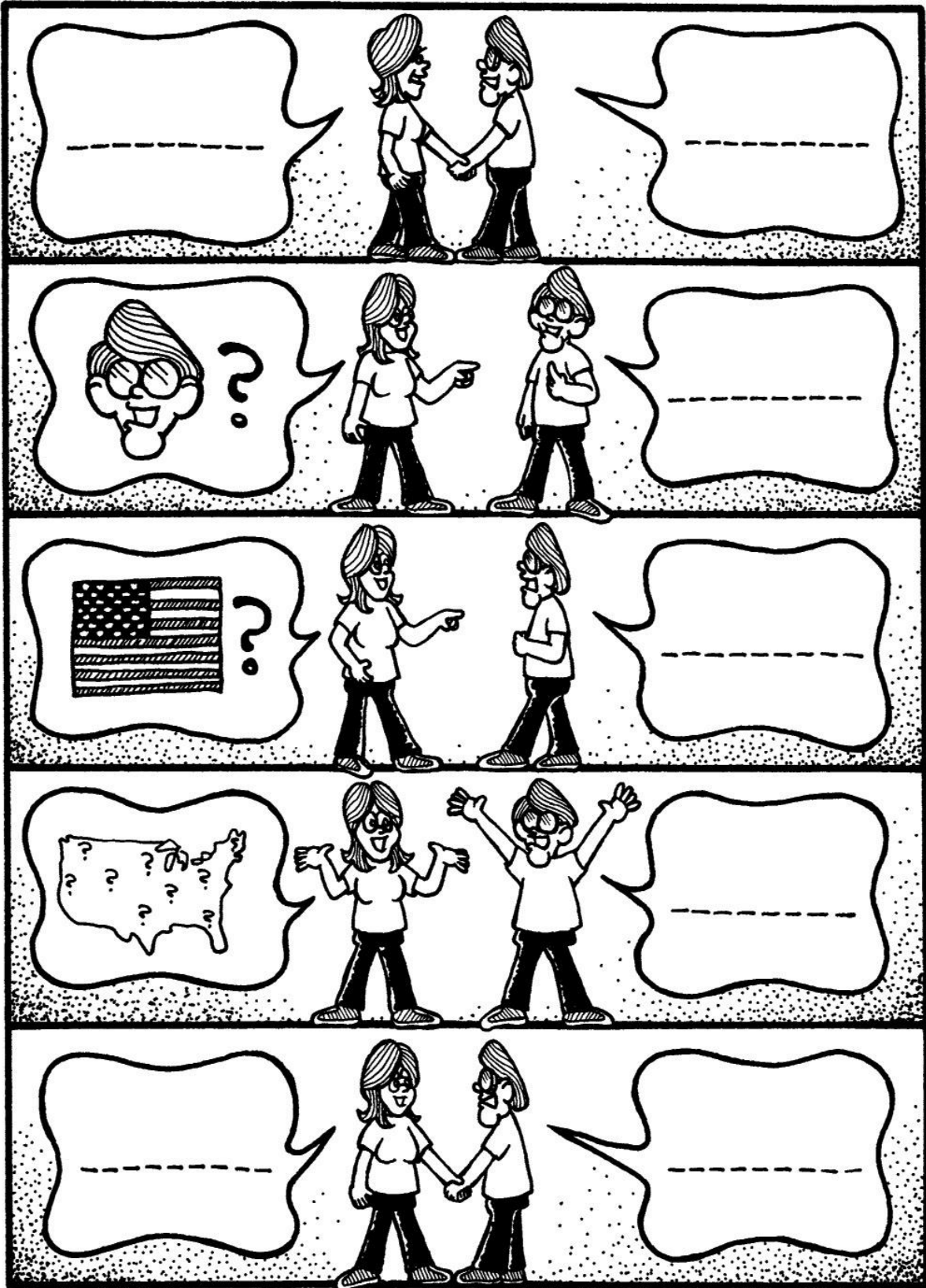


Q: _____?

A: _____ aziz.



Exercise 3: complete each section of this dialogue.



USEFUL EXPRESSIONS

Here are some expressions to help you with homestay, travel, and other situations where your language may not yet be at a point where you are able to communicate well in TashlHeet.

MEALTIME EXPRESSIONS

In the name of God. (said when you begin an activity: eating, drinking, working, studying, traveling, etc)	bismillah	
Thanks to God. (said after finishing a meal, or after expressing that all is well in life)	l-Hmdullah	
I don't eat ... Meat Eggs Fish Chicken	ura šttaġ ... tifiyyi tiglay islman ifullusn	
I drink tea/ coffee without sugar.	ar ssaġ atay / l-qhwa bla skkar	
I eat everything.	ar šttaġ kulši	
I eat vegetables only.	ar šttaġ ġir l-xdrt	
I don't feel like eating.	ur ġigi mayšttan	
I want just / only...	riġ ġir ...	
I don't want to have breakfast.	ur riġ ad fdrġ	
The food is delicious.	tirmt tmmim.	
I'm full.	šb aġ.	
I want to learn how to cook.	riġ ad t llmġ ad snuġ.	
May God replenish / reward you. (said after a meal to thank the host)	ayxlf rbbi.	

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To your health (said to someone after eating, drinking, coming out of the Hammam, wearing new clothes, having a hair cut, etc)	نحنا.	
May God grant your health too. (response to the above)	للا ي - نحنا	

THANKING EXPRESSIONS

Thank you.	شكران.	
May God bless your parents. (used often when asking for a service/ information or to express gratitude to someone)	للا يرهم ل-walidin ايرهم رببي ل-walidayn	
Thank you.	اك isrbH rbbi. (m) akm isrbH rbbi. (f)	
You 're welcome.	بلا jmil. ur iga jmil	

EXPRESSIONS FOR NIGHTTIME/ SLEEPING

I'm tired.	رميغ.	
I want to read a little bit.	ريغ اد გრგ imik.	
I wane to go to bed.	ريغ اد ddug ad gng.	
Where I am going to sleep?	manig rad gng?	
Excuse me I want to go to	samhiyyi, rig ad gng.	

bed.		
I want to go to bed early.	riġ ad gng zik.	
I want to get up early.	riġ ad nkrġ zik.	
I want a blanket.	riġ yat l-kašša/ - a.	

HYGIENE/ CLEANLINESS EXPRESSIONS

I want to wash my hands with soap.	riġ ad ssirdġ ifassninu s s-sabun.	
I want to brush my teeth.	riġ ad ssirdġ uxsansinu.	
I want hot water, please.	riġ aman rġanin	
I want to take a shower.	riġ ad duwwšġ	
I want to go to the hammam.	riġ ad ddug s l-hammam.	
I want to change my clothes.	riġ ad bddlġ l-hwayjinu.	
Where is the toilet?	maniġ tlla bitlma?	
I want to do laundry.	bbnġ l-hwayjinu.	
Where can I do laundry?	maniġ rad sbbnġ?	

OFFERING HELP/ ASKING FOR FAVORS

Can I help you?	izd ak awnġ? (m)	
	izd akm awnġ? (f)	
Excuse me.	samhiyyi.	
Give me ... please.	fkiyyi... afak. (m)	
	fkiyyi... afakm. (f)	

ASKING FOR PERMISSION

Is it ok if I ...?	is waxxa ...?	
Is it possible to ...?	is ymkn ad ...?	
Am I able to ...?	arg ad ..?	

BEING SICK

I'm sick.	g.	
I want to rest a bit.	rig ad sunfuḡ.	
Do you feel better.	arat?/is tjjit?	

TRANSPORTATION EXPRESSIONS

I want to go to ...	rig ad ddug s ...	
Take me to ... please.	awiyi s ... afak.	
Stop here, please.	bdd ḡgid, afak.	
Is the meter on ?	is ixdm l-kuntur?	
Turn on the meter, please.	ssx dm l-kuntur, afak.	

RESPONCES TO PROBLEMS/ DIFFICULTIES/ APPOLOGIES

It's not a problem.	maši muškil.	
There is no problem.	ihnna l-hal.	

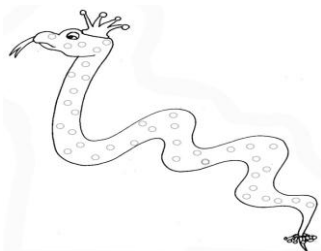
CONGRATULATIONS

Congratulations.	mbruk!	
Happy holiday.	mbruk l- id.	

May God grant you grace.	I-lah ibark fik.	
--------------------------	------------------	--

COMMUNICATIONS

I don't understand.	ur fhmg.	
I don't know.	ur ssng.	
Slowly please.	- r, afak.	
Repeat please. (to a man)	awd afak.	
Repeat please. (to a woman)	awd afakm.	
What did you say?	ma tnnit?	



BERBER WISDOM

Yan ibbi ulgmad ar tissiwid izikr.

The one bitten by a snake is afraid of ropes.

English equivalent: Once bitten, twice shy.

GOD PHRASES

May God bless your parents. (used often when asking for a service /information or to express gratitude to someone)	Ila yrhm I-walidin.	
Our parents and yours.	walidina u walidik.	

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(a response to the above)		
May God cure you. (used to show sympathy toward a sick person)	ad yawi rbbi š-šifa.	
May God not show you any harm. (a response to the above)	adak ur iml rbbi l-bas. adam ur iml rbbi l-bas.	
May God magnify the good deeds. (used to offer condolences)for someone's death)	a yrHm rbbi. - br. ad as igfr rbbi.	
May God make your child a good person. (used to complement a parent on his /her child)	lh.	
May God grant you grace. (used when saying goodbye to a friend or congratulating him /her on a job well done)	tbark llah lik.	
May God grant you grace. (a response to the above)	lla ybark fik.	
I swear to God. (expresses that what you said was true.)	ullah.	
Used to express "excuse me" when someone does something for you, such as: hands you socks or shoes, pours water over your hands to wash them, etc. It is also used when the speaker mentions words like "donkey" or "trash."	hašak.	

May God grant you pride and honor. (used as a response to the above)	zzk llah.	
Used on the arrival of somebody after a trip.	la slamtk.	
Response to the above.	lla ysllmk.	
May God make your life easier. (said to beggars)	lla yshl.	

Other expressions

Would you please help me?	awniyi, afak.	
I you don't mind.	iğ ak iga l-xatr. (m) iğ am iga l-xatr. (f)	
It's my pleasure.	nttat ayzwarn	
You're welcome.	la šukran ala wajib.	
God forgives.	lla ysamh.	
It's all right. (no harm done).	ihnna l-Hal	
There is no harm. (response to apology)	ur gis bas	
That's fine.	thnna l-uqt	
I'm going on...	rad dduğ as n...	
I'll be back on ...	rad wrrig as n...	
Really?/!	irbbi ?/!	
It's shameful.	hšuma	
Shame on you.	hšuma fllak/fllam.	
It's none o your business.	ur iga šğlnk. (m) ur iga šğlnm. (f)	
Hurry up.	srbi.	

You are right.	dark l-hqq.	
I agree with you.	ttafqg didk. (m) ttafqg didm. (f)	
Watch out!	ndak!	
Move aside.	balak.	
How do we say ... in TashlHeet?	mamnk sa nttini... s tašlhit?	
Is there another word?	- ni?	
Is there an easy word?	is tlla kra n l-klmt irxan?	

NUMERALS

Objective: By the end of this chapter, you will be able to:

- Count in Arabic and TashlHeet.
- Combine numbers with nouns to indicate amounts.
- Ask and answer questions about time.

In TashlHeet we usually use Arabic numbers except for the numbers: one, two and three. If you want to know about TashlHeet numbers, see page 212.

1- CARDINAL NUMBERS.

Cardinal numbers refer to the normal numbers we use (one, two, three...). They are different than ordinal numbers (first, second, third...) and fractions (one-half, one third, one fourth...). For now, we start with the cardinal numbers. We will work with ordinal numbers and fractions later.

❖ Numbers 1 through 10.

One (m)	yan	
---------	-----	--

One (f)	yat	
One (Arabic)	wahd	
Two (m)	sin	
Two (f)	snat	
Two (Arabic)	juj	
Three (m)		
Three (f)		
Three (Arabic)	tlata	
Four	rb a	
Five	xmsa	
Six	stta	
Seven	sb a	
Eight	tmnya	
Nine	ts ud	
Ten	šra	

❖ Combining TashlHeet numbers with nouns.

For the number 1, we do the following:
number (matched with gender) + singular noun.

One man (a man)	yan urgaz	
One woman (a woman)	yat tmgart	

For the numbers 2 and 3, we do the following:
number + n () + plural noun

Four cows	rb a n tfunsasin	
Ten dirhams	šra n d-drahm	

❖ Numbers 11 through 19.

Eleven	hdaš	
Twelve	naš	
Thirteen	aš	
Fourteen	rb aš	
Fifteen	aš	
Sixteen	aš	
Seventeen	sb aš	
Eighteen	aš	
Nineteen	ts aš	

❖ Numbers 20, 30, 40 ... 99.

For a multiple of ten (20, 30, 40 etc.) in TashlHeet, we simply use the name for that number, like in English. For numbers such as 21, 22, or 23, however, it is not like English. In TashlHeet, the "ones" digit is pronounced first, followed by the word "and," then followed by the "tens" digit. For example, in TashlHeet the number 21 is literally "one and twenty" while the number 47 is literally "seven and forty." Here is a list of the multiples of ten, with examples of numbers between each multiple:

Twenty	šrin	
Twenty-one literally: one and twenty	wahd u šrin	
Twenty-two literally: two and twenty	tnayn u šrin	
Twenty-three literally: three and twenty	tlata u šrin	
Twenty-four	rb a u šrin	
Thirty	tlatin	

Thirty-one	wahd u tlatin	
Thirty-two	tnayn u tlatin	
Thirty-three	tlata u tlatin	
Forty	rb in	
Forty-one	wahd u rb in	
Forty-two	tnayn u rb in	
Fifty	xmsin	
Sixty	sttin	
Seventy	sb in	
Eighty	tmanin	
Ninety	ts in	
Ninety-nine	ts ud u ts in	

For numbers 20 through ∞ , we can combine a number and a noun like this:
number +n () singular noun .

Eighteen years	aš n usggas	
----------------	-------------	--

❖ Numbers 100, 200, 300 ... 999

The Arabic word for 100 is miya. For 200, there is a dual form of miyatayn. For 300 thru 900, we use the short form of the numbers 3 thru 9 plus miya. For numbers such as 107 or 257, we will use the appropriate multiple of 100 followed by the word "and" and then the rest of the number.

Numbers	Full form		Short form	
Three	tlata		tlit	
Four	rb a		rb	
Five	xmsa		xms	
Six	stta		stt	

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Seven	sb a		sb	
Eight	tmnya		tmn	
Nine	ts ud		ts	

One hundred	miya	
One hundred one literally: one hundred and one	miya u wamd	
One hundred two literally: one hundred and two	miya u juj	
One hundred ten literally: one hundred and ten	miya u šra	
One hundred eleven	miya u n aš	
One hundred twenty-one literally: one hundred and one and twenty	miya u wamd u šrin	
One hundred twenty-two literally: one hundred and two and twenty	miya u tnayn u šrin	
One hundred ninety-nine	miya u ts ud u ts in	
Two hundred	miyatayn	
Two hundred fifty-seven literally: two hundred and seven and fifty	miyatayn u sb a u xmsin	
Three hundred	tlit miya	
Three hundred forty-five	tlit miya u xmsa u rb in	

literally: three hundred and five and forty		
Four hundred	rb miya	
Five hundred	xms miya	
Six hundred	stt miya	
Seven hundred	sb miya	
Eight hundred	tmn miya	
Nine hundred	ts miya	
Nine hundred ninety-nine	ts miya u ts ud u ts in	

❖ Numbers 1000, 2000, 3000 ...

The word for "thousand" has the singular form *alf*, the dual form *alfayn*, and the plural form *alaf*. The plural form is used with the short form of the numbers 3 thru 10 from "3" thousand to "10" thousand. Then we return to the singular form (like we do for all Arabic nouns). Like the word for "hundred," it is followed by "and" when the number is not an exact multiple of 1000 (e.g. 1027 or 4738). From 1000 onward:

One thousand	alf	
One thousand one	alf u waḥd	
One thousand fifteen	aš	
One thousand three hundred sixty-seven (literally: one thousand and three hundred and seven and sixty)	alf u tlt miya u sb a u sttin	
Two thousand	alfayn	
Two thousand twenty-two	alfayn u tnayn u šrin	

Three thousand	tl̥t̥ alaf	
Three thousand seven hundred and fifty	tl̥t̥ alaf u sb̥ miya u xmsin	
Four thousand	rb̥ alaf	
Five thousand	xms alaf	
Six thousand	st̥t̥ alaf	
Seven thousand	sb̥ alaf	
Eight thousand	tm̥n alaf	
ine thousand	ts̥ alaf	
Nine thousand nine hundred ninety-nine	ts̥ alaf u ts̥ miya u ts̥ ud u ts̥ in	
Ten thousand	š̥r alaf	
Eleven thousand	h̥daš̥ r̥ alf	
Two hundred thousand	miyatayn alf	
Nine hundred ninety-nine thousand, nine hundred and ninety-nine	ts̥ miya u ts̥ ud u ts̥ in alf u ts̥ miya u ts̥ ud u ts̥ in	

❖ Larger numbers.

	Singular		Plural	
Million (s)	mlyun		mlayn	
Billion (s)	mlyar		mlayr	

2- ORDINAL NUMBERS.

To form ordinal numbers (first, second, third, etc.) in tashlHeet, for all numbers except 1, we add wis () if the noun is masculine and tis () if the noun is feminine.

	Masculine		Feminine	
The first	amzwaru		tamzwarut	
The second	wissin		tisnat	
The third	wiskrad		tiskrat	
The fourth	wisrb a		tisrb a	
The fifth	wisxmsa		tisxmsa	
The sixth	wisstta		tisstta	
The seventh	wissb a		tissb a	
The eighth	wistmnya		tistmnya	
The ninth	wists ud		tists ud	
The tenth	wis šra		tis šra	
The last	amggaru		tamggwarut	

3-

F

RACTIONS.

Half	n	
Third	tulut	
Fourth	rubu / rb	
Fifth	lxumus	



.

TIME

To express time, we use the appropriate number with the Arabic definite article (see page 208 for more information on **the definite article**). This means that for 1:00, 5:00, 10:00, and 11:00, we will use the letter "L" before the number, while for the others; we will double the first letter.

One	l-wHda		Seven	s-sb a	
Two	j-juj		Right	t-tmnya	
Three	t-tlata		Nine	t-ts ud	
Four	r-rb a		Ten	l- šra	
Fove	l-xmsa		Eleven	l-Hdaš	
Six	s-stta		Twelve	- naš	

For telling time in TashlHeet, we use the Arabic prepositions.

Before	ql		Twenty minutes	tulut	
--------	----	--	----------------	-------	--

And	U		Half		
Exactly	nišan		Quarter to	llarub	
Quarter	rb		Five minutes	q m	
			Ten minutes	q mayn	

Some examples of asking and answering about time:

What time is it, please?	mnšk aylkmn, afak?	
	mnšk ġ tassa t, afak?	
It is ...	tlkm...	
It is exactly one o'clock.	l-wħda nišan.	
It is five minutes past two.	- m.	
It is ten minutes past three.	- mayn.	
It is a quarter past four.	r-rb a u rb .	
It is twenty minutes past five.	l-xmsa u tulut.	
It is twenty five minutes past six.	s-stta u xmsa u šrin.	
It is seven thirty.	s-sb .	
It is eight thirty-five.	tmnya u xmsa u tlatin.	
It is twenty minutes to nine.	t-ts ud ql tulut.	
It is quarter to ten.	l- šra llarub.	
It is ten minutes to eleven.	l-ħdaš ql q mayn.	

6:30 A.M	- - baḥ	
5:15 P.M	l-xmsa u rb n tdggat	



PRACTICE

Exercise 1: match the number with the correct translation.

2	xms miya u ts aš	
298	xms alaf u tlt miya u tnayn u šrin	
147	ts ud u sttin	
519	naš	
1012	miyatayn u tmnya u ts in	
69	sin (snat)	
5322	miya u sb a u rb in	

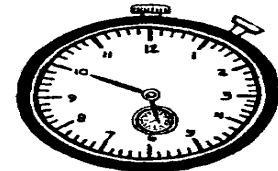
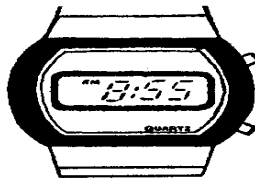
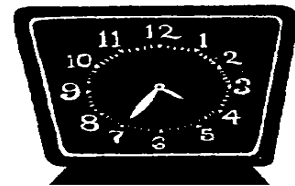
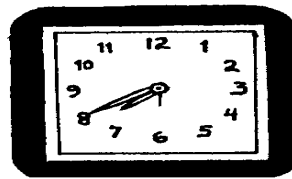
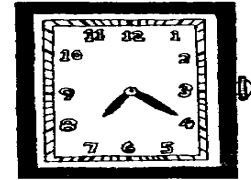
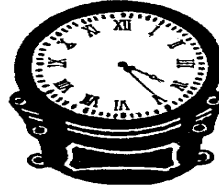
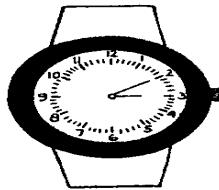
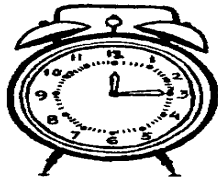
Exercise 2: correctly combine numbers with nouns by filling in the blanks using the following numbers and any necessary letters: 1, 3, 7, 15, 20, 500, and 1000. There may be more than one correct answer.

_____	tfrxin	(girls)	_____
_____	tgm̄mi	(house)	_____
_____	stilu	(pen)	_____
_____	tm̄garin	(women)	_____
_____	il	(hotel)	_____
_____	irgazin	(men)	_____
_____	afullus	(chicken)	_____

Exercise 3: match the times with the correct translation.

10:30	l-wH m	
12:00	l-H aš u qsmayn	
1:05	- naš nišhan	
2:20	l- šra qI tulut	
11:10	l- šra u ns	
9:40	j-juj u tulut	

Exercise 4: give the time for each clock or watch.



GETTING STARTED SHOPPING

Objective: by the end of this chapter, you will be able to:

- Convert between dirhams, ryals, and franks.
- Buy items you need from a store.

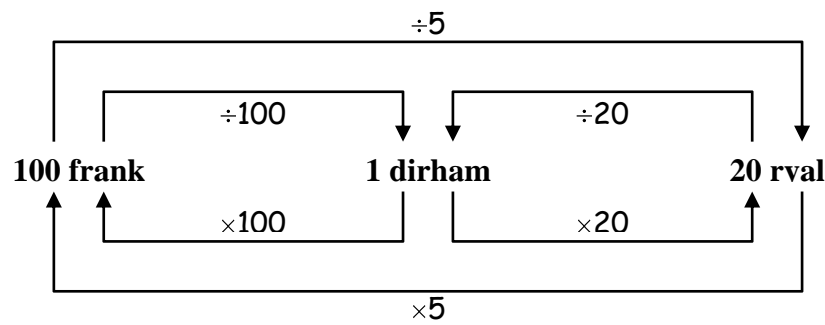
Cultural points:

- No bargaining at the taHanut.
- The butHanut guy is a source of information.

Vocabulary:

MONEY

l-flus/ iqari n



When converting ryals to dirhams, divide by 20. e.g. 100 ryals: $100 \div 20 = 5$ DH.

From franks to ryals, divide by 5. For example, 200 franks $\div 5 = 40$ ryals.

From franks to dirhams, divide by 100. For example, 200 franks $\div 100 = 2$ dh.

From ryals to dirhams, divide by 20. For example, 40 ryals $\div 20 = 2$ DH.

From ryals to franks, multiply by 5. For example, 40 ryals $\times 5 = 200$ franks.

From dirhams to ryals, multiply by 20. For example, 2 DH $\times 20 = 40$ ryals.

From dirhams to franks, multiply by 100. For example, 2 DH $\times 100 = 200$ franks.



AT THE TAHANUT ()

Vocabulary :

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Store	tananut		Peanuts	kaw kaw	
Store keeper	bu tanut		Almonds	l-luz	
Soda	l-monada		Oil	z-zit	
Chocolate	š-šklat		Bottle of water	taqr it n waman	
Candies	l-hlwa		Kleenex	kliniks	
Gum	l-mska		Toilet paper	pappiyi jini	
Cookies	l-kiks		Tooth paste	dontifris	
Juice	l-ir		Soap	- abun	
Bread	ağrum		Shampoo	š-šampwan	
Jam	l-konfitur		Detergent	tid	
Butter	tamudit		Bleach	jabil	
Eggs	tiglay		Batteries	l-hjrat n r-radyu	
Yogurt	danon		Razor	r-razwar	
Milk	l-hlib		Tobacco store	- aka	
Coffee	l-qhwa		Cigarettes	l-garru	
Tea	atay		Package	l-bakit	
Sugar	s-skkar		Money	- n	
Cheese	l-frmaj		Change	- rf	

Expressions :

Do you have ... ?	is dark...?	
Yes, I do (have).	yah, dari.	
No, I don't (have).	uhu, ur dari.	
Is there ... ? (m, s)	is illa...?	
Yes, there is. (m, s)	yah, illa.	
Is there ...? (f, s)	is tlla...?	
Yes, there is. (f, s)	yah, tlla.	
No, there isn't. (m, s)	uhu, ur illa/illi.	
No, there isn't. (f, s)	uhu, ur tlla/tlli	
Give me ... please.	fkiyyi... afak.	
What do you want ma'am / sir?	ma trit a lalla/sidi?	
How much?	mnšk?	
Do you have change (m, s)?	- rf?	
Do you have change for... (m, s)?	- rf n ...?	

Liter

liter	ru	
$\frac{1}{4}$ liter	rb ru	
$\frac{1}{2}$ liter	ru	
1 liter	ru	
2 liters	sin ru	
I want $\frac{1}{2}$ a liter of milk.	riğ ns itru n l-hlib.	

GRAMMATICAL POINTS

1- "THERE IS/ARE":

The words "illa" (), "tlla" (), "llan" (), and "llant" () are actually the participles for the verb "to be", "ili" (). In tashlHeet, however, we use them most often in the sense of "there is" or "there are".

- Affirmative:

There is (m, s)	illa	
There is (f, s)	tlla	
There are (m, p)	llan	
There are (f, p)	llant	

- Negative:

There is not (m, s)	ur illa/illi	
There is not (f, s)	ur tlla/tlli	
There are not (m, p)	ur llan/llin	
There are not (f, p)	ur llant/llint	

Examples:

Fatima is at home.	ima tlla ġ tigmmi.	
Is there water in the fridge?	is llan aman ġ t-tllaja?	
There is no electricity in the village.	- u ġ uduwwar.	

2- VERB "TO WANT".

In tashlheet, the verb "to want" is *iri* (). This verb uses the past tense but has a present tense meaning. When conjugated in the present tense, *iri* () means "to like" (see page 140).

I want	nkki	riġ		
you want (s)	kyyi/ kmmi	trit		
he wants	ntta	ira		
she wants	nttat	tra		
we want	nkni	nra		
you want (m, p)	knni	tram		
you want (f, p)	knninti	tramt		
they want (m, p)	ntni	ran		
they want (f, p)	ntnti	rant		

• Verb + noun examples:

Mohamed wants coke.	MoHamed ira kuka.	
Amina wants a bowl of soup.	Amina tra yat tajbbanit n uzkkif	
Khadija and Brahim don't want tea.	Khadija d brahim ur rin atay	
These girls don't want cookies.	tifrxinad ur rint l-kiks	

Note that we negate "iri" by adding "ur" before the verb.

PRACTICE**Exercise 1:** convert the money amounts.

Convert to dirhams:

35 ryal 150 ryal 365 ryal 270 ryal 555 ryal

Convert to ryals:

10 $\frac{1}{2}$ DH 30 DH 25 DH 125 DH 19 DH**Exercise 2:** read the dialogue and answer the questions below.**Dialogue:**

Kate:	s-salam u alaykum.		
butHanut:	wa alaykum s-salam. ma trit a lalla?		
Kate:	is dark šklāt?		
butHanut:	yah, yujad a lalla.		
Kate:	fkiyyi snat l-bakiyat. mnšk?		
butHanut:	13 n drhm		
Kate:	hak, barak llah ufik.		
butHanut:	bla jmil		

Questions:

1. mani ġ tlla Kate?	
2. is tsġa l-hjrat n r-radio?	
3. ma tsġa dar bu tħanut?	
4. mnšk n yat?	
5. smnšk?	

Exercise 3: make as many sentences as you can.

Mohamed			trit			pizza	
ntnti			ran			l-Hlib s š- šklāt	
Fatima			rant			ppanaši	
km̄mi			tram			Atay s n-n na	
nkni			tram̄t			l- a ir n l-limun	
nttat			nra			l-muna a	
kn̄ni			ira				
kn̄ninti			tra				

Exercise 4: add the correct form of « there is /are » to the following sentences.

1- is ____ Karim ġ tgm̄mi ?	
2- ntnti ur ____ ġ l-mdrasa.	
3- nkni ____ ġ l-qism.	
4- nt̄ni ____ ġ l-mġrib.	

FAMILY

Objective: by the end of this chapter, you will be able to:

- Describe family members.

Cultural points.

Family ties are very strong in Morocco. Children remain in touch or live with the family even if they get married (taking into consideration space available within the house). Men are not expected to help in the kitchen. Roles of men and women may differ in the city and in the country.

Vocabulary:**FAMILY MEMBERS**

Woman/ wife	tamgart		My father	baba	
Man/ husband	argaz		My mother	immi/inna	
Girl	tafruxt		My brother	gma	
Boy	afrux		My brothers /siblings	aytma	
Girls/ daughters	tifrxin		My sister	ultma	
Boys /sons	ifrxan		My sisters	istma	
Children	tarwa		My grandfather	jddi	
The parents	l-walidayn		My grandmother	jdda	
Sisters	istmatn		My uncle (maternal)	xali	
Brothers/ siblings	aytmatn		My aunt (maternal)	xalti	
My niece (brother's side)	illis n gma		My uncle (paternal)	mmi	
My niece (sister's side)	illis n ultma		My aunt (paternal)	mmti	
My cousin (m, maternal)	yiwis n xali/xalti		My daughter	illi	
My cousin (f, maternal)	illis n xali/xalti		My son	yiwi	

My cousin (m, paternal)	yiwis n mmi/ mmti		My nephew (brother's side)	yiwis n gma	
My cousin (f, paternal)	illis n mmi/ mmti		My nephew (sister's side)	yiwis n ultma	

For "father, mother, brother, sister, aunt, and uncle," the word is almost always used with a possessive pronoun. Thus, we say "my father" or "his mother" or "your brother," but rarely ever use them alone.

My father	baba		My mother	immi	
Your father (m, s)	babak		Your mother (m, s)	mak	
Your father (f, s)	babam		Your mother (f, s)	mam	
His/her father	babas		His/her mother	mas	
Our father	babatng		Our mother	matng	
Your father (m, p)	babatun		Your mother (m, p)	matun	
Your father (f, p)	babatunt		Your mother (f, p)	matunt	
Their father (m)	babatsn		Their mother (m)	matsn	
Their father (f)	babatsnt		Their mother (f)	matsnt	

Expressions:

How is Mohamed related to you? (m, f)	mad ak/am iga Mohamed?	
How is Amina related to you? (m, f)	mad ak/am tga Amina?	

My mom doesn't work?	immi ur ar txdam	
My mom and dad are divorced.	immi d baba b an	
I have two twin siblings.	dari sin aytma ikunna	
How many siblings do you have? (m, f)	mnšk n aytmak/ aytmam dark/ darm?	
How many sisters do you have? (m, f)	mnšk n istmak/ istmam dark/ darm?	
What's your father's name?	mad ism I babak/babam?	
How old is your brother? (m, f)	mnšk n usggas dar gmak/gmam?	
I have a younger brother.	dari gma imzzin flli	
My (male, paternal) cousin and I are the same age.	nkki d yiwis n mmi nga yat tgadda	
My older sister is a teacher.	ultma lli flli mqqurn tga lustada	
My younger brother goes to school.	gma lli flli imzzin ar yaqra	

GRAMMATICAL POINTS

1- THE VERB "TO HAVE" (DAR) IN THE PRESENT TENSE.

I have	dari	
You have (m, s)	dark	

You have (f, s)	darm	
He/she has	dars	
We have	darnğ	
You have (m, p)	darun	
You have (f, p)	darunt	
They have (m)	darsn	
They have (f)	darsnt	

Examples:

Tami has two brothers	Tami dars sin aytmas	
We have electricity in our house.	darnğ d-du ğ tigmminğ	

To negate the verb, we use "ur" ().

Do you have a car in Morocco?	- omobil ğ l-mğrib?	
No I don't.	uhu, ur dari.	

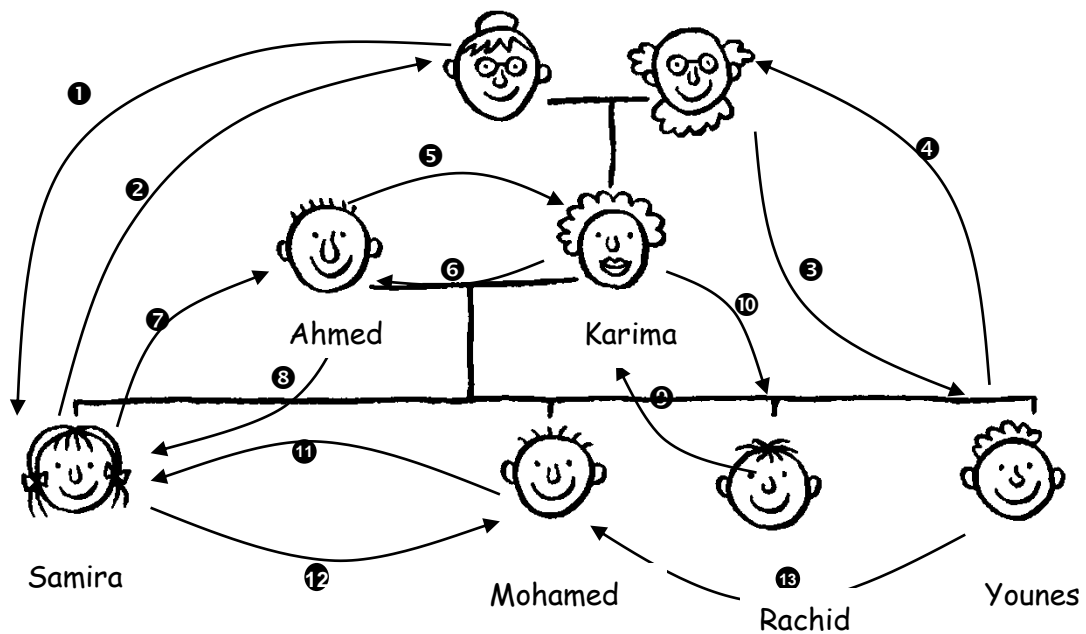
**PRACTICE**

Exercise 1: describe the relationship between family members for each arrow.

Ex: Fatima _____ Samira.

Fatima

Aziz



Exercise 2: add the possessive endings to the following (your, our, his, etc)

My sister	ultma	
My brother	gma	
My uncle	mmi	
My aunt	mmti	

Exercise 3: put the verb "dar" in the correct form.

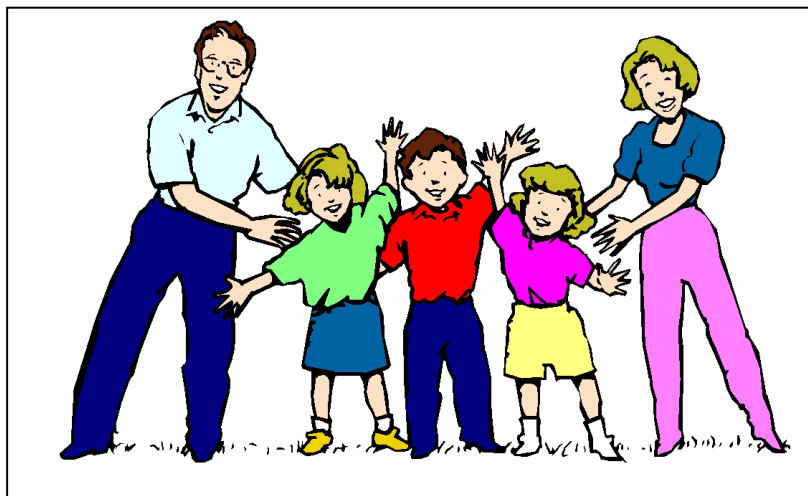
1-My sister ____ a nice house.	ultma ____ tigmme iHlan	-
2- Samira and Khalid ____ a lot of kids.	Samira d Khalid ____ tarwa ggutnin.	-
3-The Ait Ali family ____ cats.	I-famila n Ait Ali ____ imaššiw.	-
4-No, ____ time.	uhu, ____ luqt.	-

Exercise 4: practice text

isminu John. baba ismns Stephen. immi
ismns Judy. aytma: snat
istma d yan gma. gma ismns Brian,
aritxdam ġ yat š-šarika. ultma Kathy
ttahl. dars sin l-ħšum: yan ufrux d yat
tfruxt. afrux imzziy sul. dars
iyyurn. tafruxt dars tmnya n isggasn
artddu s l-madrassa. ultma lli mzziyn,
Mary, arsul taqra ġ l-jami a

Questions:

1-mad ism I babas n John?	
2-mad ism I mas n John?	
3-mn šk n aytmatn dar john?	
4-mad imzzin ġ l-famila n john ?	
5-is txdm illis n ultma n john?	



DIRECTIONS

Objectives: by the end of this chapter, you will be able:

- Describe where objects are located.

- Give and receive directions to places around town.

Vocabulary:**PREPOSITIONS**

To/for	i		- At (someone's) - next to	dar	
In/at	ġ		Till/until	ar	
To (direction)	s		Above/on	afla	
With (company)	d		Below/under	izdar n	
With (means, manner)	s		Facing	imgabal d	
About	f		In front of	l-gddam n	
On	f/ iggi n		Next to	tama n	
Of	n		On the left of	n	
From	ġ/ zġ		On the right of	afasiy n	
Without	bla		In the middle of	tuzzumt n	
Except	abla		Behind	tigrdin n	
Between/among	gr ... d ...		Inside	agns	
Before	qbl		under	ddu / ddawa	

Examples:

The well is in the middle of the fields.	illa wanu ġ tuzzumt n igran.	
Meryam's house is not next to the hospital.	ur tlli tiggmi n meryem ġ tama n s-sbitar.	
She ate everything except fish.	tšša kulši abla islman.	

Vocabulary:**DIRECTIONS**

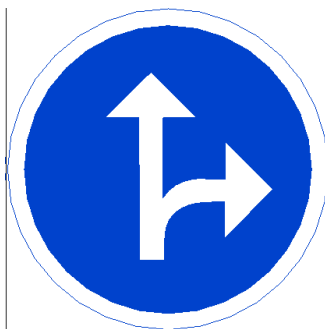
Hotel	- il		Hospital/health center	- ar	
Post office	l-bo a		Pharmacy	l-frmasyan	
Train station	lagar		Mosque	timzgid/ l-jama	
Bus station	l-mah a n l-kiran		Public phone	t-tilibutik	
City bus stor	l-mahtta n t-tubisat		Srore	tahanut	
Bank	l-banka		Avenue	š-šari	
Public bath	l-mmam		Street	tazniqt	
Restaurant	- ora		Alley	d-drb	
Café	l-qhwa		Far (from)	iba d f	
Cyber café	s-siber		Close (to)	iqrrb s	
School	l-mdrasa		Here	gid/dgid	
Weekly market	s-suq		There	gin/dgin	

Expressions:

Where is ... please?	manig illa/tlla... afak?	
Is there a ... close?	is illa/tlla...iqrbn?	
Go straight.	sir/zayd nišan.	
Turn right.	gllb/duwr f ufasi.	
Turn left.	.	
Go ahead a bit.	zayd šwiya s l-gddam.	
Pass the first street.	zri z-znqt tamzwarut.	
The 2 nd street, yes.	kšm d z-znqt tissnat.	

Dialogue :

Alethea:	s-salamu alaykum.		
Saïda:	wa alaykum s-salam.		
Alethea:	samhiyyi, riġ a km saqsaġ.		
Saïda:	iyyah, marġba.		
Alethea:	is tssnt yat tmirikanit tздġ ġid ismns Kathrine?		
Saïda:	izd kawtar?		
Alethea:	iyyah, kawtar. is tssnt tigmmmins?		
Saïda:	zayd nišan ar s-sakayan, bbi aġaras s uzlmad. - - rt.		
Alethea:	lla yrhм l-walidin.		
Saïda:	waldina u waldik.		
Alethea:	a y awn rbbi.		
Saïda:	amin.		



GRAMMATICAL POINTS

• THE IMPERATIVE.

The imperative is used to give commands: *Go to the store! Open the window! Study TashlHeet!* The positive imperative tells someone to do something, the negative imperative tells someone not to do something. The imperative acts as the infinitive of verbs in TashlHeet.

In the following table, all the examples are equal to the English command, "Speak!"

To speak	sawl	
You (m, f s)	sawl	
You (m, p)	sawlat	
You (m, p)	sawlamt	

When a verb ends with a vowel, "y" () is placed between this vowel and the suffix.

To say/tell	ini	
You (m, f s)	ini	
You (m, p)	iniyat	
You (m, p)	iniyamt	

To negate the imperative, we can use "adur" () before the verb, which corresponds to the verb combination that you would usually use:

Don't go!	adur tddut!	
Don't speak!	adur tsawlt!	
Don't close the window!	adur tqqnt š-šrjm !	

PRACTICE

Exercise 1: fill in the blanks with the appropriate preposition.

ima tgra ta rabt__ imik n tašlhit.	
- - bla.	
3. middn gid ur snwan __ ikššudn.	

4. llan igra ggutnin ___ wassif.	
5. l-madani ur itxdam kra ygat as ___ 6:00.	
6. sawlg ___ fatima ___ l-mašakil n middn ġ tmazirt ad.	
7. - - a.	

Exercise 2: manig tlla takurt?

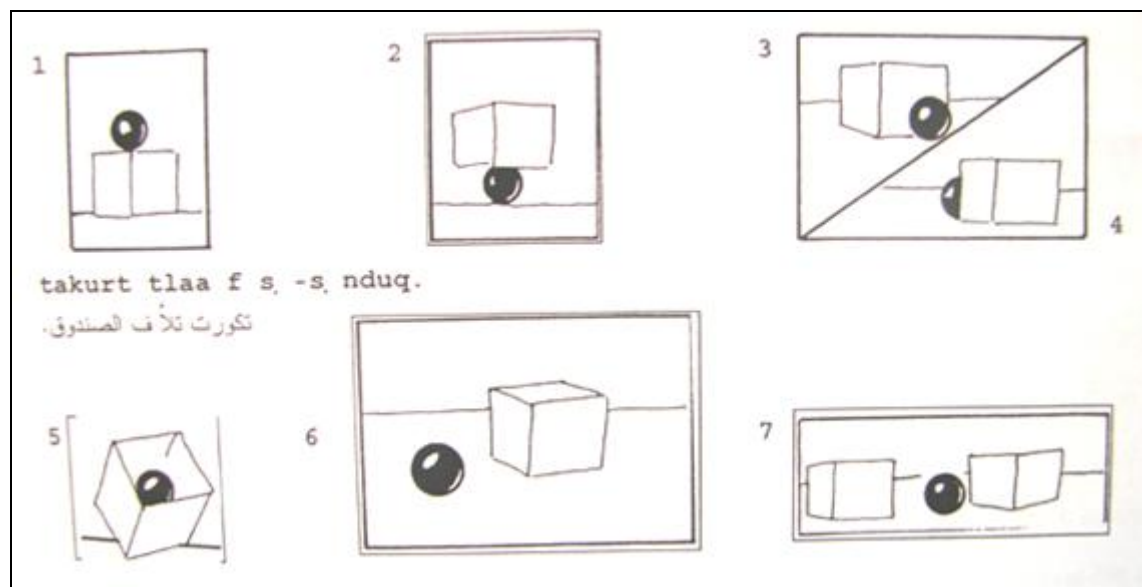
takurt

تکورت



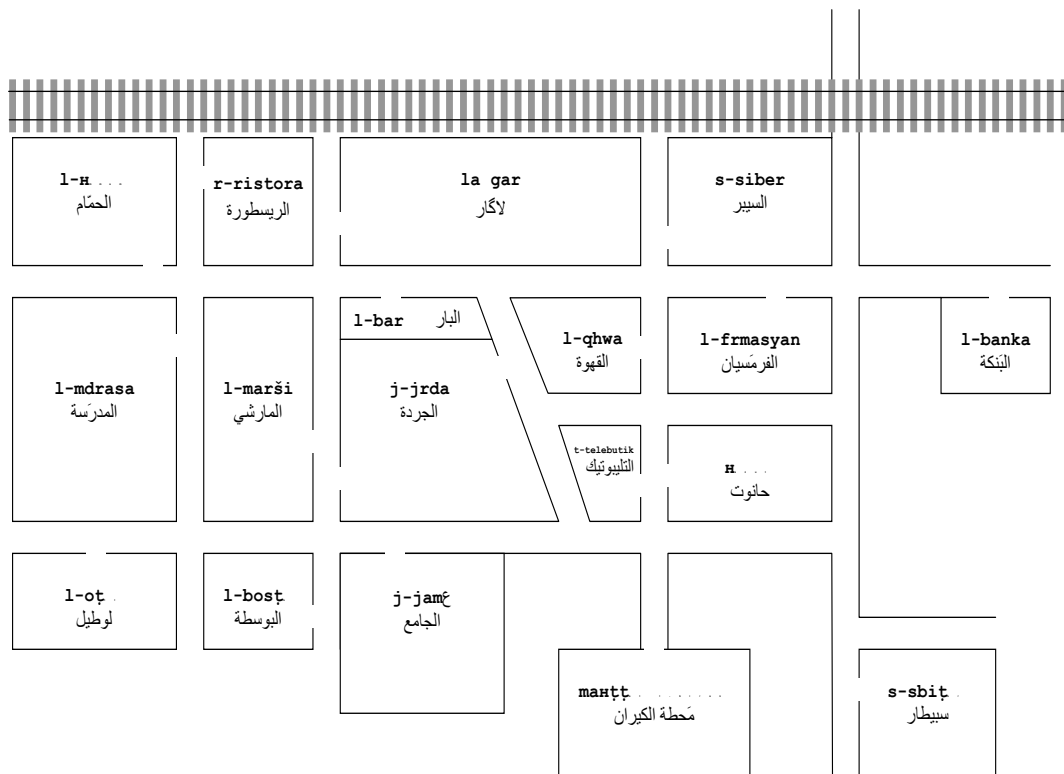
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صندوق



Exercise 3: using the same map, give each person directions.

1. Dave is in the **ar** and wants to go to **l-b a**.
2. Anna is in the **mantta** and wants to go to **- il**.
3. Stephen is in the **marši** and wants to go to **s-siber**.
4. Hakim is in the **tahanut** and wants to go to **l-hmmam**.



PAST EVENTS

Objective: by the end of this chapter, you will be able to:

- Talk about past activities.

Vocabulary:

DAYS OF THE WEEK

Day	as		Tuesday	a	
Week	s-simana		Wednesday	l-arb	

Sunday	l-Hdd		Thursday	l-xmis	
Monday	l-tnin		Friday	l-jam	
			Saturday	s-sbt	

MONTHS OF THE YEAR

Month	ayyur		June	yunnyu	
Year	asggas		July	yulyuz	
January	yanayr		August	ğušt	
February	fbrayr		September	šutnbir	
March	mars		October	oktobr	
April	abril		November	nuwanbir	
May	may		December	dujanbir	

THE SEASONS

Summer	- if		Fall	l-xrif	
Spring	r-rbi		Winter	tagrst	

For information about the months of the Islamic calendar and some of the major religious events of the year, see "Moroccan Holidays" [on page 222](#).

PAST TIME EXPRESSIONS:

This year	asggas	
Last year	asggas lli yzrin	
Last month	ayyur lli yzrin	
Last week	s-simana lli yzrin	
Yesterday	gam	
Today	gassad	

On (+ day of the week)	as n ...	
On Friday	as n l-jama	
In (+ month)/ (+ time)	ġ ...	
In August	ġ ġušt	
At 9:00	ġ t-ts ud	
At dawn	ġ l-fjr	
In the morning	baḥ	
In the evening/afternoon	ġ tdggat / tazdwit	
At night	ġ dyyid	
At midnight	ġ tuzzumt n dyyid	
Daytime	azal	
Lunch time	dar imkli	
Dinner time	dar imnsi	
Early	zik	
On time	ġ l-uqt	
Before	qbl	
A while ago	gamlli s-sa t lli	
A long time ago	mnšk ayad	
The day before yesterday	assfan	
That day	ġaslli	
At that time	ġakudan	

GRAMMATICAL POINTS

1- PAST TENSE.

- Verbs in general.

Sit	gawr	
-----	------	--

When learning verbs in a foreign language, we usually learn the

Close	qn	
Sit	bdd	

"infinitive" form of the verb (e.g. to eat), and then learn how to "conjugate" from that infinitive (I eat, he eats, they eat). In Tashlheet, there are not infinitives for verbs in this way. Rather, we use the imperative (second person singular masculine), which is the shortest form of the verb. Therefore, the verb skr () is translated as "to do", while in reality skr () means do ([see](#)

Imperative you form like an infinitive

5).

Whenever you are given a new verb in this book or by your teacher, it will be given to you in this form. To this "infinitive" form, you can add prefixes (letters that we attach to the beginning of a word) and suffixes (letters we attach to the end of a word) in order to conjugate the verb. Some infinitives with vowels will be conjugated differently from verbs containing only consonants.

• Past tense.

In Tashlheet, there are two patterns of prefixes and suffixes for conjugating past tense verbs. Unfortunately, there is no rule that tells us when a verb uses pattern 1 prefixes and suffixes and when it uses those of pattern 2. Anytime you learn a new verb, therefore, you will also have to memorize its past tense pattern number (1 or 2).

Within each pattern, there are two categories of verbs. For the first category, we simply use the infinitive form of the verb with the prefixes and suffixes of the pattern. In other words, its past tense stem is the same as its infinitive. For the other category, the infinitive form of the verb must be changed before it can be used with the prefixes and suffixes. In other words, the past tense stem is different than the infinitive.

The glossary of verbs at the back of the book will always tell you the pattern number of a verb and give you its past tense stem.

•

PATTERN

1.

The prefixes and suffixes for pattern 1 are:

I	nkki	__g		We	nkni	n__	
You (m, f)	Kyyi/kmmi	t__t		You (m, p)	knni	t__m	
He	ntta	i__		You (f, p)	knninti	t__mt	
she	nttat	t__		They (m)	ntni	__n	
				They (f)	ntnti	__nt	

Verbs thatfollow pattern 1 with "NO CHANGE".

To eat breakfast				r			
nkki	rg			nkni	r		
Kyyi/kmmi	t rt			knni	t rm		
ntta	i r			knninti	t rmt		
nttat	t r			ntni	rn		
				ntnti	rnt		

To pass	zri	
To forget	ttu	
To climb/go up	gli	
To be tired	rmi	
To cut	bbi	
To know	ssn	
To put	srs	
To taste	i	
To ask	saqsa	
To sleep	gn	

To do	skr	
To work	xdm	
To get up	nkr	

Examples:

Yesterday, I got up early.	gam nkrġ zik.	
Last week, Mohamed traveled to Agadir.	s-simana lli izrin isafr moħamd s ugadir.	
Last year, we worked with Peace Corps.	asggas lli izrin, nxdm d hay'at s-salam.	

❖ **Verbs that follow pattern 1 with "CHANGE".**

Any verb beginning with "a" () form its past tense stem by changing the "a" () to "u" ().

To take				amz			
nkki	umzġ			nkni	numz		
Kyyi/kmmi	tumz†			knni	tumzm		
ntta	* yumz			knninti	tumzmt		
nttat	tumz			ntni	umzn		
				ntnti	umznt		

*Notice that in the 3rd person singular masculine form, we insert "y" before the actual verb instead of "i".

To send	azn	
To pick up/carry	asi	
To steal	akr	
To hang	agl	
To recognize	akz	
To catch/capture	amz	
To believe	amn	

Examples:

I sent a letter to my brother.	uzng yat tbrat i gma.	
They caught a thief yesterday.	gam.	

•

PATTERN 2.

Pattern 2 verbs use the same prefixes as pattern 1 verbs, but different suffixes.

nkki	__ig			nkni	n__a		
Kyyi/kmmi	t__it			knni	t__am		
ntta	i__a			knninti	t__amt		
nttat	t__a			ntni	__an		
				ntnti	__ant		

❖ **Verbs that follow pattern 2 with "NO CHANGE".**

To see				zr			
nkki	zrig			nkni	nzra		
Kyyi/kmmi	tzrit			knni	tzram		
ntta	izra			knninti	tzramt		
nttat	tzra			ntni	zran		
				ntnti	zrant		

To break	rz			
----------	----	--	--	--

To buy	sg	
To wear	ls	
To study/read	gr	
To kill	ng	
To give	fk	
To drink	su	
To cook	snu	

Examples:

Last week, he bought a nice jellaba.	s-simana lli izrin isga yat tjllabit ihlan.	
What did you read yesterday?	ma tgrit idgam?	
I saw my friend last week.	zrig amddaklinu s-simana lli izrin.	

❖ Verbs that follow pattern 2 with "CHANGE".

There are four categories:

- 1- Verbs ending in "u" ().
- 2- Verbs beginning with "i" ().
- 3- Verbs beginning with "a" ().
- 4- Verbs with "a" () in the middle.

▪ **1st category: verbs ending in "u" ().**

To go		ddu					
nkki	ddig			nkni	ndda		
Kyyi/kmmi	tddit			knni	tddam		
ntta	idda			knninti	tddamt		

nttat	tdda			ntni	ddan		
				ntnti	ddant		

To begin	bdu	
To build	dnu	
to rent	kru	
To sew	gnu	
To lose	jlu	
To destroy	xlu	
To empty	xwu	
To distribute/divide	u	
To relax/rest	sunfu	

Examples:

Where did you go yesterday?	manis tddit i gam?	
Fatima lost her keys.	tjla Fatima tisurans.	
Did they build the house?	is bnan tigmimi?	

▪ 2nd category: verbs beginning with "i" ().

To form the past tense stem from the infinitive, we drop the initial vowel and follow the general pattern for the pattern 2 verbs.

To tell				ini			
nkki	nnig			nkni	nnna		
Kyyi/kmmi	tnnit			knni	tnnam		
ntta	inna			knninti	tnnamt		
nttat	tnna			ntni	nnan		

ntnti	nnant		
-------	-------	--	--

To want	iri	
To eat	išš	
To be	ili	
To be able to	igi	

Examples:

What did you eat for lunch?	ma tššit ġ imkli ?	
Do you want to go to the cinema?	is tram a tddum s s-sinima?	

▪ **3rd category: verbs beginning with "a" ().**

To form the past tense stem, we change the initial "a" () to "u" () and follow the general pattern for the pattern 2 verbs.

To find				af			
nkki	ufig			nkni	nufa		
Kyyi/kmmi	tufit			knni	tufam		
ntta	yufa			knninti	tufamt		
nttat	tufa			ntni	ufan		
				ntnti	ufant		

To tie	ass	
To leave/let	ajj	
To cry	all	

Examples:

I found my keys.	ufig tisuranu.	
Did you let him go?	is t tujjit a yddu?	

She cried yesterday.	tulla i gam.	
----------------------	--------------	--

▪ **4th category: verbs with () in the middle.**

To form the past tense stem, we change the middle "a" () to "u" () and follow the general pattern for the pattern 2 verbs.

To pray				zzal			
nkki	zzulig			nkni	nzzula		
Kyyi/kmmi	tzzulit			knni	tzzulam		
ntta	izzula			knninti	tzzulamt		
nttat	tzzula			ntni	zzulan		
				ntnti	zzulant		

To move (sth)	smas	
To swear	ggal	
To move	mmas	
To return (give back)	rar	
To vomit	rar	
To pray	zzal	

Examples:

He returned the books to the library.	irura l-ktub s l-mktaba.	
Did you (p) pray?	is tzzulam?	

2- NEGATION.

• **Normal negative form.**

In order to express the negative of a verb (i.e. "didn't," or "don't," or "doesn't"), we add the word "ur" () before the verb and, in some regions in Morocco, we change the "a" () in the added verb suffixes (i.e. **a**, **am**, **amt**, **an**, **ant**) into "i" () (i.e. **i**, **im**, **imt**, **in**, **int**).

I slept yesterday.	gnɔ idgam.	
--------------------	------------	--

I didn't sleep yesterday.	ur gng idgam.	
They (f, p) played soccer.	I bnt takurt.	
They didn't play soccer.	ur I bnt takurt.	
He went to the souq.	idda s s-suq.	
He didn't go to the souq.	ur iddi s s-suq.	
She saw her friend.	tzra tamddakultns.	
She didn't saw her friend.	ur tzri tamddakultns.	
They ate couscous.	ššan sksu.	
They didn't eat couscous.	ur ššin sksu.	

• **Additional negative forms.**

Nothing	walu	
Nothing	htta yat tgawsa	
No one (m)	htta yan	
No one (f)	htta yat	
Only/just	bla	
Neither ...nor	la ... wala	

Examples:

I know/knew nothing.	ur ssng walu.	
I ate nothing.	ur ššig walu.	
No one came.	htta yan urd yuški.	
He saw no one.	ur izri htta yan.	
I have nothing.	ur dari htta yat tgawsa.	
He met neither Hassan nor Nadia.	ur imnaggat la hassan wala nadia.	
I ate only bread.	ur ššig bla aḡrum.	

3- **HAVE YOU EVER.../ I'VE NEVER...**

We can use the word "jju" () to express the English equivalent of the present perfect tense: "Have you ever...?" and "I have never...".

Have you ever...?	is jju...?	
I've never...?	ur jju...	

The verb that follows "jju" is in the past.

Examples:

Have you ever eaten pizza?	is jju tššit l-pitza?	
Have you ever gone to America?	is jju tddit s mirikan?	
Have you (m, p) ever drunk mint tea in America?	is jju tswam atay s n na ġ mirikan?	
She has never eaten a hamburger.	ur jju tšši l-hamburger.	
He has never said these things.	ur jju inni ġayad.	

4- PLACE ADVERBS "D" () AND "N" ().

The place adverbs "d" and "n" are always attached to some verbs, and should not be confused with the unattached conjunction "d" (and) or unattached preposition "n" (of).

The adverb "d" normally translates to "here".

The adverb "n" translates to "there".

Examples:

He sent (to here) a letter yesterday.	gam.	
He sent a letter to us.	yuznaġd yat tbrat.	
He worked in the US for two years.	ixdmn ġ mirikan sin isggasn.	

In the negative, "d" and "n" are attached to the negative indicator "ur" () and are not attached to the end of the verb.

Examples:

He didn't come in.	urd ikšm.	
He didn't take anything from here.	urn yusi walu gid.	

In questions, the adverbs are also not attached to the verbs. Rather, we attach "d" or "n" to the end of the question words.

Examples:

Who came in?	mad ikšmn?	
What did he bring?	mad yiwi?	
What did they steal?	mad ukrn?	
Did he send the money?	izd yuzn iq n?	

Some verbs that always use the place adverb.

To go out	fg	
To pass	zri	
To enter	kšm	
To send	azn	
To take	asi	
To empty	xwu	
To work	xdm	
To ask	saqsa	
To steal	akr	
To hang	agl	
To catch	amz	
To buy	sg	
To kill	ng	
To give	fk	
To begin/start	bdu	

Unlike other verbs, the verb "ašk" (to come) always uses the place adverb "d". Because you always use the place adverb, you can think of this verb as meaning either "to come" or "to come here". It is conjugated like pattern 2 verbs, with the "d" following the past tense suffixes.

To come here	ašk *	
--------------	-------	--

nkki	uškigd			nkni	nuškad		
Kyyi/kmmi	tuškid			knni	tuškamd		
ntta	yuškad			knninti	tuškamdd		
nttat	tuškad			ntni	uškand		
				ntnti	uškandd		

*In the imperative, we may add an "i" between "ašk" and "d".

Come here!	aškid s gid!	
------------	--------------	--

Examples:

I came (here) to Morocco last month.	uškigd s l-mğrib ayyur lli izrin.	
They came (here) to Rabat to see the doctor.	uškand s r-rbat baš bib.	
Why did you come (here)?	max llig d tuškam?	
He didn't come to study.	urd yuški baš ad iğr.	

When "ašk" is used with "n", it roughly means "to come there". For English speakers, this is confusing since we would never use the verb "come" with the adverb "there". In TashlHeet, the expression is used when the subject "comes" (i.e. moves/goes toward another person) but the place is not near the speaker.

To come there				aškin			
nkki	uškign			nkni	nuškan		
Kyyi/kmmi	tuškitn			knni	tuškamn		
ntta	yuškan			knninti	tuškamtñ		
nttat	tuškan			ntni	uškann		
				ntnti	uškantñ		

*In the imperative, we may add an "i" between "ašk" and "n".

Examples:

Come there!	aškin!	
-------------	--------	--

(This is like English "meet me there" and is said by someone who is not yet at the place of meeting.)

Driss came (to me) there yesterday.	yuškan dari dris idgam.	
-------------------------------------	-------------------------	--

(Driss came to my house (there yesterday, but I'm not at my house anymore.)

5-OBJECT PRONOUNS.

In English, we have pronouns for the subject of a sentence: I, you, he, she, we, and they. But we also have **object pronouns** that we use **after verbs**, which can be either **direct** or **indirect**:

- Direct:**
- He hit me.
 - I saw her.
 - I wrote a letter.
 - I wrote it.
- Indirect:**
- Ask him a question.
 - We gave them some cake.
 - I talked to Hassan.
 - I talked to him.

So far, you have learned the independent pronouns (see page 10) and the possessive pronouns (see page 10). Here are the **direct** and **indirect object pronouns** that we use **after verbs** in TashlHeet:

	Direct object pronouns		Indirect object pronouns	
me	iyyi		iyyi	
you (m, s)	k		ak	
you (f, s)	km		am	
him / it	t		as	
her / it	tt		as	
us	aġ		aġ	
you (m, p)	kn		awn	
you (f, p)	knt		awnt	

they (m)	tn		asn	
they (f)	tnt		asnt	

Examples:

I wrote <u>a letter</u> .	arig yat tbrat	
I wrote it.	arig tt	
I talked to <u>Jeff</u> .	sawlg i jeff.	
I talked to him.	sawlg as.	
I ate <u>bread</u> .	ššig agrum.	
I ate it.	ššig t.	
He sent <u>a letter to Malika and her husband</u> .	yuzn tabrat i malika d urgazns.	
He sent them a letter.	yuzn asn tabrat.	
He sent it to them.	yuzn asn tt.	
I told you not to go.	nnig ak ad ur tddut.	
How much did Mike pay for the jellaba?	mnšk as isga mike tajllabit?	
He bought it for 1400 rials.	isga tt s 1400 d ryal.	
Did he buy it for 1200?	is tt isga s 1200 ryal?	
No, he didn't buy it for 1200 rials.	uhu, ur tt isgi s 1200 ryal.	

6-QUESTION WORDS.

Some of these you already know. Some will be new for you.

Where is	manza	
Where is your husband?	manza argaznm?	
Where is the house of	manza tigmmi n umar?	

Omar?		
-------	--	--

where	mani	
Where are you going?	mani trit?	
Where did you eat pizza?	mani ġ tššit l-pitza?	

What	ma	
What did you (m, p)do yesterday?	gam?	
What did you tell the director?	ma tnnit i l-mudir?	

How	mamnk/manik	
How are you?	mamnk a tgit?	
How did you come?	manik as tuškit?	

When	managu/manuk	
When did it rain?	r unzar?	
When did he say this?	managu inna ġayad?	

Why	max llig	
Why did you steal?	max llig tukrt?	
Why were they late?	max llig matln?	

Whose (m)	win mit	
Whose book is this?	win mit iga l-ktabad?	
Whose (f)	tin mit	
Whose cow is this?	tin mit tga tafunastad?	

On what	maf	
On what did he put the glass?	maf isrs l-kas?	

Where in	maġ	
Where (in) did you put the water?	maġ tgit aman?	
Where (in) are the money?	n?	

With what	mas	
How (with what) did you open the door?	mas trzmt tflut?	

With whom	madda/maddi	
With whom did you talk?	madda tsawlm?	
With whom did you eat dinner?	maddi tššit imnsi?	

To whom	mamu/mami	
To whom did you give the car?	mamu tfkit - umubil?	

Is...?, are...?	is / izd	
Do you want couscous?	is trit sksu?	
Is he traveling tomorrow?	is ra ysafr askka?	
Is it you or she?	izd kyyi ngd nttat?	

Which	man	
Who	ma	
The verb following these question words takes a participle form in the past. (see page 218)		
Who hit this boy?	ma yutn afrux ad?	
Who took the money?	n?	
Which people went to the souq?	man middn iddan s s-suq?	
Which woman prepared lunch?	man tamgart iskrn imkli?	

Which one/who (m, s)	manwa	
Which one/who (f, s)	manta	
Which one/who (m, p)	manwi	
Which one/who (f, p)	manti	
Which one do you want?	manwa trit?	
Who (m, p) went to the forest?	manwi yddan s tagant?	

How much/how many	mnšk / mnška	
The question word mnšk () may be followed by the preposition "n" ().		
How much time?	mnšk n l-uqt?	
How much milk?	mnšk n l-Hlib?	
How much is this shirt?	mnšk l-qamija yad?	
How much did you pay for them?	mnšk as tn tsġit?	

BERBER WISDOM

Imik s imik ar ikššm aram s ugdur

Little by little the camel enters the pot

English equivalent: Rome is not built on one day.

PRACTICE

Exercise 1: put the verbs in parentheses in the correct form.

Ali:	gam zik?		
Omar:	uhu!		
Ali:	max?		
Omar:	(ggawr) d l-familanu, (sawl) didsn imik. mn b d {nkkî} (fg). lligd (wrri), (l - a, (tfrj) ġ t-tlfaza. mn b d		

	{nkki} (kšm) s l-bitinu (gn).		
--	-------------------------------	--	--

l-hdd lli izrin, (-	
	- rt.	

Exercise 2: put the verbs in parentheses in the correct form.

1) baH r) (fg). ġ uġaras (mnaggar) amddaklinu Brahim. {nkni} (ddu) s tagant, (xdm) ġin ar tadggat (wrri). ġ diyid (išš) imnsi. nttā (ddu) s tigmmins, nkki (ġr) imik, (gn).	
g - . (sird) udminu d uxsaninu mn b d (ls) l-hwayjinu, (fg) ġ sb a.	
3) asggas lli izrin, (ili) ġ mirikan (zdg) ġ l-wilaya n New York. tamazirtinu tmqqur bahra. (ġr) ġ l-jami a n Boston.	
4) ayyur lli izrin (aškid) s l-mġrib. awwi - (ġr) imik n ta rabt.	
5) ġ tmnya (ara) yat tabrat, mn b - a (azn)tabrat i baba. ġ l- (ġr) tašlH - (išš) imkli.	

Exercise 3: put the verbs in parentheses in the correct form.

1- is (fk) Amina l-ktab i Jamal?	
2- gam ġ l-hfla?	

3- (rz) Kamal l-magana lli as {nkki} (fk).	
--	--

Exercise 4: conjugate the verbs in parentheses in the negative form.

1) nkni (gn) zik, ašku (išš) imnsi zik.	
gam (gr) l-ktabinu ašku rmiġ.	
ima s l-xdmt.	
4) {ntni} (išš) imkli ašku šba n.	
5) {knni} (su) atay.	

Exercise 5: put the verbs in parentheses in the correct form.

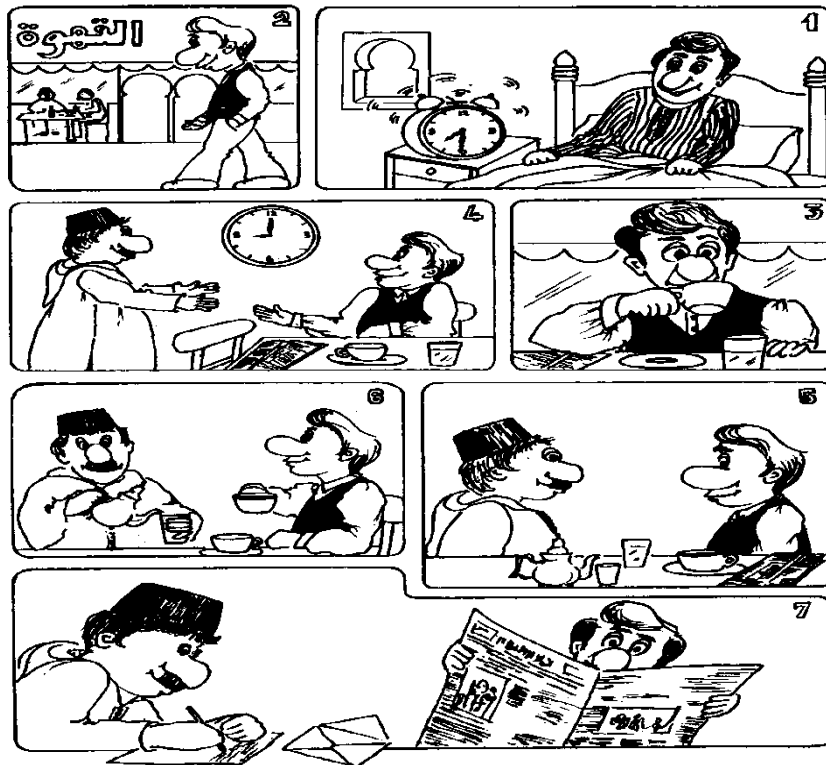
1) is (bdu)l-xdmtnk ngd urta?	
2) {ntni} (kru) yat tgmimi iħlan.	
- amns.	
4) {ntni} (xlu) tigmimi taqdimt.	

Exercise 6: replace the underlined nouns by the corresponding pronouns.

1. fkiġ _____ - _____ o i <u>nadia</u> .	_____
2. suig <u>aman</u> .	_____
3. tqqn _____ ima <u>tiwallinns</u> .	_____
4. issua mohamed <u>igran</u> .	_____
5. znziġ _____ - <u>umubil</u> i <u>driss</u> .	_____
6. is tzrit <u>l-film</u> lli f ak sawlġ?	_____
7. ifka jamal yan <u>l-ktab</u> i <u>hassan</u> .	_____

8. ttun <u>tisuransh</u> ġ tigmmi.	_____
9. i awn xalid <u>gmak</u> ġ l-nsab.	_____

Exercise 7: write a paragraph from these pictures.



DAILY ROUTINES

Objective: by the end of this chapter you will be able to:

- Talk about your daily activities.

Vocabulary:

Time expressions

Always	bdda/dayman	
Sometimes	l-b n t-twal kra n tikkal	
Once a ...	yat tikklt ġ	

	yan - ur ġ	
Once a year	yan - ur ġ usggas	
Once a month	yan - ur ġ wayyur	
Everyday	kra ygat as	
On (day of the week)	as n ...	
On Saturday	as n s-sbt	
Every ...	kra ygat ...	
Every morning	kra ygat baH	
Every Friday	kra ygat l-jam	
Now	ġilad/ġila/dġik	
At this time	ġ l-uqtad	

GRAMMATICAL POINTS

1 - THE PRESENT TENSE.

In TashlHeet, the present tense normally expresses both habitual and progressive actions.

- **Habitual actions:** I eat couscous everyday.
- **Progressive action:** I am eating couscous every Friday.

It is difficult to set up rules for the formation of the present tense. It is merely a matter of practice and use. Generally, a verb in the present consists of "ar" (), which is the present indicator, and the imperative continuous as its stem (see the glossary of verbs page 228). To this construction we add prefixes and suffixes.

* In Ourzazate region, the present indicator is "da" () instead of "ar".

To eat	išš		Infinitive/imperative simple.
Keep eating	štta		Imperative continuous.

I am eating	nkki	ar šttaḡ		
You are eating	kyyi/kmmi	ar tšttat		
He is eating	ntta	ar ištta		
She is eating	nttat	ar tštta		
We are eating	nkni	ar nštta		
You are eating (m, f)	knni	ar tšttam		
You are eating (f, p)	knninti	ar tšttamt		
They are eating (m)	ntni	ar šttan		
They are eating (f)	ntnti	ar šttant		

	Infinitive/imperative simple		Imperative continuous	
To drink	su		ssa	
To play	l b		tl ab	
To work	xdm		txdam	
To like	jb		t jab	
To go	ddu		tddu	
To have breakfast	f r		tf ar	

Examples:

Tim speaks TashlHeet well.	ar isawal tim tašlhit mzyan.	
Aicha drinks milk every morning.	ar tssa iša l-ħlib kra ygat baħ.	
Malika and her husband	malika d urgazns ar	

travel to England every year.	tsafarn s n-ngliz kra ygat usggas.	
I eat fish.	ar šttaġ islman.	

2-NEGATION.

To negate the present tense, we use "ura" () before the actual verb.

Examples:

I don't speak Arabic.	ura sawalg ta rabt.	
She doesn't work on Sundays.	ura txdam as n l-Hdd.	
Do you play soccer?	is ar tl abt takurt?	
No, I don't play soccer.	uhu, ura tl abg takurt.	

Anymore	urasul	
He doesn't smoke anymore.	urasul ikmmi.	
She doesn't travel a lot anymore.	urasul tsafar bahra.	

3-USING ONE VERB AFTER ANOTHER.

Sometimes, we use a verb directly after another. This is true in English.

I want to read.

He likes to cook.

We forgot to call you.

She began to study yesterday.

As the examples show, in English we use the infinitive after a verb (to read, to cook, to call, to study), But in TashlHeet, as you recall, there isn't actually an infinitive for verbs (see page 70). Instead, we use **the imperative with past prefixes and suffixes preceded by "ad"** (). This will serve as equivalent of the infinitive when we use one verb after another.

I want to go.	nkki	riġ ad ddug		
You want to go.	Kyyi/kmmi	trit a tddut		

Notice that **t** and **n** assimilate the **d**.
d+t=t
d+n=n

—	He wants to go.	ntta	ira a yddu		
→	She wants to go.	nttat	tra a tddu		
→	We want to go.	nkni	nra a nddu		
→	You want to go. (m, p)	knni	tram a tddum		
→	You want to go. (f, p)	knninti	tramt a tddumt		
	They want to go. (m)	ntni	ran ad ddun		
	They want to go. (f)	ntnti	rant ad ddunt		

Examples:

I hope to speak TashlHeet well.	ar tmnnaḡ ad sawlg tašlHit mzyan.	
He helped him plow the fields.	i awn t a ykrz igranns.	
She forgot to bring her book.	tttu a tawi l-ktabns.	

Using with other expressions:

The same construction is used after other words and expression. The most important of these is "baš" (). This word is the equivalent of the English "in order to".

Examples:

Malika went to the post office in order to send a letter.	- a baš a tazn yat tbrat.	
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I went to Agadir to see my friend.	ddiğ s ugadir baš ad zrg amddaklinu.	
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4-RELATIVE PRONOUNS.

That, who, which	Ili	
Where is the money that I lent you?	- lg?	
Where is the girl who sells the carpets.	manza tafruxt Ili iznzan tizrbay?	
The woman who opened the door is beautiful.	tamğart Ili irzmn tiplt, thla.	
The house which I bought is small.	tigmmi Ili sğig tmzzi.	

What/who	ma	
I want to see what he has bought.	rig ad zrg ma ysğa.	
I heard what you said.	sflđg ma tnnit.	
I saw what he stole from her house.	zrig ma yukr ğ tgmmins.	
She wanted to know who went out.	tra a tsn ma yfgn	

In which	Iliğ	
The house, in which, they live is big.	tigmmi Iliğ zdğn tmqqur.	
The glass, in which he poured tea is dirty.	I-kas Iliğ iffi atay irka.	

To which	llis	
The souq, to which he went is always crowded.	ar it mmarr s-suq llis ra yddu.	
The country, to which he will go, is too far.	tamazirt llis ra yddu taggug bzzaf.	

The one (m) who	ḡwalli	
I know the one who did this.	sng ḡwalli iskrn ḡayad.	
The ones (m) who	ḡwilli	
He saw the ones who left.	izra ḡwilli ifḡn.	

The one (f) who	xṭtalli	
I know the one you are talking about.	sng xṭtalli f tsawalt.	
The ones (f) who	xṭtilli	
The ones who ate dinner went to bed.	xṭtilli iššan imnsi ddant ad gnt.	

5-CONJUNCTIONS.

If	is	
I want to know if he is at home.	riḡ ad ssng is illa ḡ tgm̄mi	
I want to know if you've read this book.	riḡ ad sng is tḡrit l-k̄tab ad.	
He asked if he is going with him to the forest.	is̄aqsa is ra dids iddu s tagant.	
*we often complete these sentences by adding "nḡd uhu ?" (or not?)		
Tell me if you are free or not.	iniyyi is tsalat nḡd uhu	

That	is	
I know that she is here.	ssng is tlla gid.	
He thought that they went to the river.	igal is ddan s wasif.	
*is becomes izd before a noun or a pronoun.		
I thought that it was you.	galg izd kyyi.	
I heard that it was this woman who said that.	sfldg izd tamgartad a ynnan gayan.	

When/since	llig	
Since you have a lot of work, why did you go to the cinema?	llig dark l-xdmt bzzaf, max llig tddit s s-sinema?	
I didn't see them when they left.	ur tn zrig llig ddan.	
When you left this morning you forgot your bag.	llig tddit sbahad, - aknk.	

Until	ayllig / arkiġ / ard	
*ayllig (accomplished action)		
He hit this man until he died.	yut argazad ayllig immut.	
He waited for him until he was tired.	ar srs itqql ayllig irmi.	
*arkig/ard (unaccomplished action)		
Leave the clothes in the sun until they're dried.	ajj l-hwayj g tafukt arkiġ zwan.	
I will not sleep until you come back.	ur rad gng ard twrrit.	

As soon as	adukan	
As soon as it rains, the farmers begin to plow.	r unzar, bdun ifllahn ar kkrzn.	
As soon as she comes in, lock the door.	adukan tkšm, trgl t tflut.	

In order to	afad / baš (ad)	
I study TashlHeet in order to understand people.	ar aqrag tašlhit baš ad fhmğ middn.	
Sleep early in order to get up early.	gn zik baš ad tnkr t zik.	
I came to help people.	uškigd afad ad awng middn.	

Because	ašku	
He didn't go to school because he didn't wake up early.	ur iddi s l-mdrasa ašku ur inkr zik.	
He escaped because he was afraid.	irwl ašku iksud.	

But	walaynni / walakin	
I want to help you but I can't.	riğ akm awng walaynni ur zdarg	

When/whenever	kudnna / agudnna	
Whenever I'm upset I cry.	kudnna qllqğ ar allag.	
When you eat wash your	kudnna tššit, ssird	

hands.	ifassnk.	
When you arrive call her.	agudnna tlkmt, skr as t-tilifun.	

Although/even though	waxxa / mqqar	
Even though it's cold, I'll go to the souq.	mqqar ikrm l-hal, rad ddug s s-suq.	
Although John is not a Muslim, he fasts.	waxxa ur igi John amuslm, ar ittazum.	

Without	bla	
He talked without thinking.	sawlnt bla ad fkkrent.	
He shaved without water.	ihssn bla aman.	

Or	ngd	
Send him a letter or call him.	aznas tabrat ngd skras t-tilifun.	

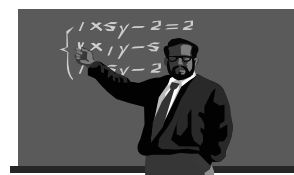
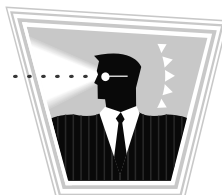


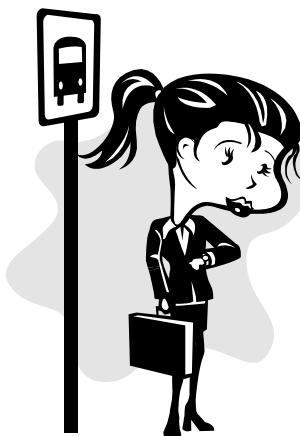
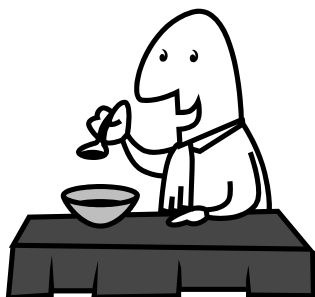
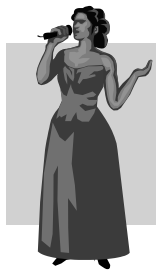
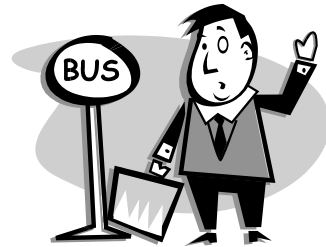
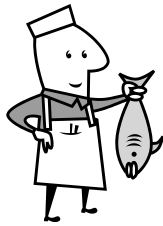
BERBER WISDOM

Wanna yran tammnt i br i tiqqr t n tizzwa

PRACTICE

Exercise 1: describe the following activities in the present tense.





Exercise 2: put the verbs between parentheses in the correct form, then arrange the sentences in the correct order.

A- (ls l-Hwayjinu).	
B- (ssird) uadminu d uxsaninu, mn b d (snkr) tarwa.	
C- nkki (nkr) ġ s-sb a.	
D- u) ngd (xmml) tigmml.	
E- nkki (xdm) ar l- naš u ns mn b d (išš) imkli.	
F- - ur.	
G- nkni (išš) imnsi kullutng.	
H- nkki ur (gn) ar l-hdaš.	
I- - ubis ġ t-tmnya baš (ddu) s l-xdmt.	
J- tarwa (gn) ġ t-ts ud.	

Exercise 3: put the verb in parentheses in the correct form, then answer the questions.

Pat	
<p>dari yan umuš isms Pat. l-b n t-twal (ddu) s igran (H ayn ula ibxxuyn. (su) l-hlib, (išš) ġir s-srdin. Pat (rmi) bahra. (gn) zġ l-fdur ar imkli. waxxa irmi Pat ({ntta} wnns {nkki}). (mun) didi aynna s ddiġ. iġ gnġ, ({ntta} l b) s l-ktubinu.</p> <p>iHla Pat, walaynni ur t Hmln wadjarn, ({ntni} ut) ur as akkan walu. yan was ifġ Pat baš (Hwws), (l b) aylliġ irmi. mn b d, idda s tama n yat tašjrt ign. imik (aškid) yan urgaz (bbi) tašjrt. ur izri Pat. yusi aglzim (ut) CHOK... CHOK... CHOK!!!</p> <p>Pat ign, (warg), ur issn aylliġ t tut tašjrt. immut Pat igllin. ({nkki} mdl {Pat}) ġ tama n ijddign lliġ ar itl ab kra ygat as. ursar t ttuġ ašku i zza dari bahra.</p>	

Questions:

1. max lliġ ar iggan Pat bzzaf?	-1
2. mas a ytl ab Pat?	-2
3. is izra Pat argaz? max?	-3
4. max lliġ ar itddu Pat s igran?	-4
5. ma yštta Pat?	-5
6. max lliġ ign Pat ddu tašjrt?	-6

Exercise 4: combine the following words into sentences, using the proper conjugations of verbs and pronouns.

1-Hayat/ ddu/s l-bos a/ baš/ sġ/ lakar n t-tilifun.	-
2-ntta/ iri/ ddu /s mirikan/ baš/ ġr.	-
3-nkki/ aškid/ s l-mġrib/ baš/ awn/ middn/ ssn tn/ ula nttni/ ad/ ssn (nkki)/ mzyan.	-

Exercise 5: answer the following sentences in the negative form.

1. is ar isawal tim ta rabt mzyan?	
2. is ar tssa iša atay kra ygat sbah?	
3. is ar tsafar malika d urgazns s fransa kra ygat usggas?	
4. is ar tšttat sksu?	

Exercise 6: fill in the blanks with the appropriate conjunction from the list.

nġd		lġ		bla	
is		walaynni		waxxa	

arkig		adukan		ayllig	
ašku		baš ad			

1. ur rad safrġ ____ twrrit.	
2. riġ ad duwšġ ____ sunfuġ.	
3. ran ad snn ____ tlla kra n l-mdrasa ġid.	
bib.	

5. ur isafr ____ ur dars iqar ____ n.	
6. is trit atay ____ l-qhwa?	
7. ar ištta ____ a yssird ifassn.	
8. ____ tqlq, ar iyyi tsflid.	
9. nttu ____ isafr s mrrakš.	
10. rad zrg ____ gis llan waman.	
11. ____ as sawlg ar tlla.	
12. ran ad ____ umn ____ krmn waman.	

Exercise 7: write a paragraph out of this set of pictures.



BARGAINING

Objective: by the end of this chapter, you will be able to:

- bargain for basic items.
- Describe the colors of items.
- Describe differences between items.

Cultural points:

In Morocco, bargaining is a part of life. It can sometimes be tiring for people not used to it, but with some cultural and language skills, it can become much easier. Some informations about bargaining can also make the process simpler.

First of all, you need to know what items should be bargained for, and what items normally have fixed prices, even for Moroccans. This is not always easy to determine, since the place where you buy some things may determine whether the price is fixed or not. For example, some items that are sold at fixed prices in a **tahanut** (e.g. laundry soap, vegetables, eggs) may be bargained for in the souq or from a street vendor. Ask your host family or watch other Moroccans in order to find out. Here are some general guidelines for whether prices are fixed or not:

Usually Bargained For

- Any article of clothing
- Any household or kitchen utensil, appliance, or furniture
- Rent for a house or apartment
- Taxi fares on **unscheduled** runs
- **Anything** bought in a souk (e.g. grains in bulk, animals, rugs, etc.)
- Anything bought from a street vendor who has no regular shop
- Petit taxi fares if the **meter**

Seldom Bargained For

- Things which are literally bought every day: mint, parsley, bread, coriander
- Refill on a butagas
- Cigarettes and alcohol
- Meals or beverages in restaurants
- Bus fares between scheduled stops
- Taxi fares on regular runs
- Price controlled staple foods: sugar, oil, tea, flour, milk, butter, etc.
- Anything bought in a pharmacy
- Meat and vegetables, if the price

does not work

- Anything used or second-hand Domestic help and services (maid, plumber, electrician, etc. Determine the price *before* the work is done.)

per kilo is posted

- School supplies

It is also good to be aware of some of the standard tactics that are used between the buyer and the seller in Morocco. If you watch Moroccans, you will see many of these.

The Buyer's Tactics

- Not showing too much enthusiasm for buying
- Walking away when the seller has named the "lowest" price
- Pointing out defects in the merchandise
- Quoting a lower price for an identical item in another shop
- Claiming not to have enough money to meet the seller's "lowest" price
- Complimenting or flattering the seller (on his shop, merchandise, children, friendliness)

The Seller's Tactics

- Not showing too much enthusiasm for selling
- Turning away when the buyer has named the "highest" price
- Noting the superior quality in the merchandise
- Insisting that goods in other shops are not of the same quality
- Claiming that in selling at the buyer's "highest" price he would be taking a loss
- Complimenting or flattering the buyer (on his or her language ability, friendliness, expertise in bargaining)

The Buyer's Tactics

- Acting insulted by the seller's price
- Arguing that the difference between the seller's price and the price offered is insignificant; i.e. the seller should come down to the offered price

The Seller's Tactics

- Acting insulted by the buyer's offer
- Arguing that the difference between the buyer's price and his price is insignificant and the buyer should come up

- Pulling out one's money as if the offered price has been agreed upon
- Wrapping up the purchase as if the asking price has been agreed upon

When you are looking to buy an item that you know you will have to bargain for, there are a few things that you should probably try to avoid. These include:

- Showing too much interest in, or too great a need for, a particular item
- Carrying large sums of money, carrying expensive, previously-bought items, looking like a tourist
- Having no idea what an item is really worth, or what is a fair price for that type of item
- Being in a hurry
- Buying with a guide (he gets a percentage of what you pay).

Always be prepared to pay a price you have named. Do not get too far into bargaining for something if you do not intend to buy it. If you are not clear on the currency in which you are bargaining (i.e. ryals), proceed slowly. In the end, don't let a bargaining scenario ruin your day. Most of us go unbothered by the sometimes huge markups on big-ticket items in America, yet we can be easily frustrated by a Moroccan merchant who makes an extra dollar or two off of us. Remember that one's peace of mind is worth something, too.

Vocabulary:

bargaining expressions

It's too expensive	igta/ tgla bzzaf (M, F)	
Lower the price.	šwiya.	
Give me a good price.	dl didi t-taman.	
I won't add even a ryal.	urad ak zaydg htta ryal.	
I won't add anything.	urad ak zaydg walu.	
It's too much for me.	igla flli/flla.	
A good price.	t-taman i dln.	
What's the last price?	ma ygan t-taman amggaru?	
How much will I get it for?	smnšk as rad iyyi t tflt?	
That's what I have	gayad ad dari!	

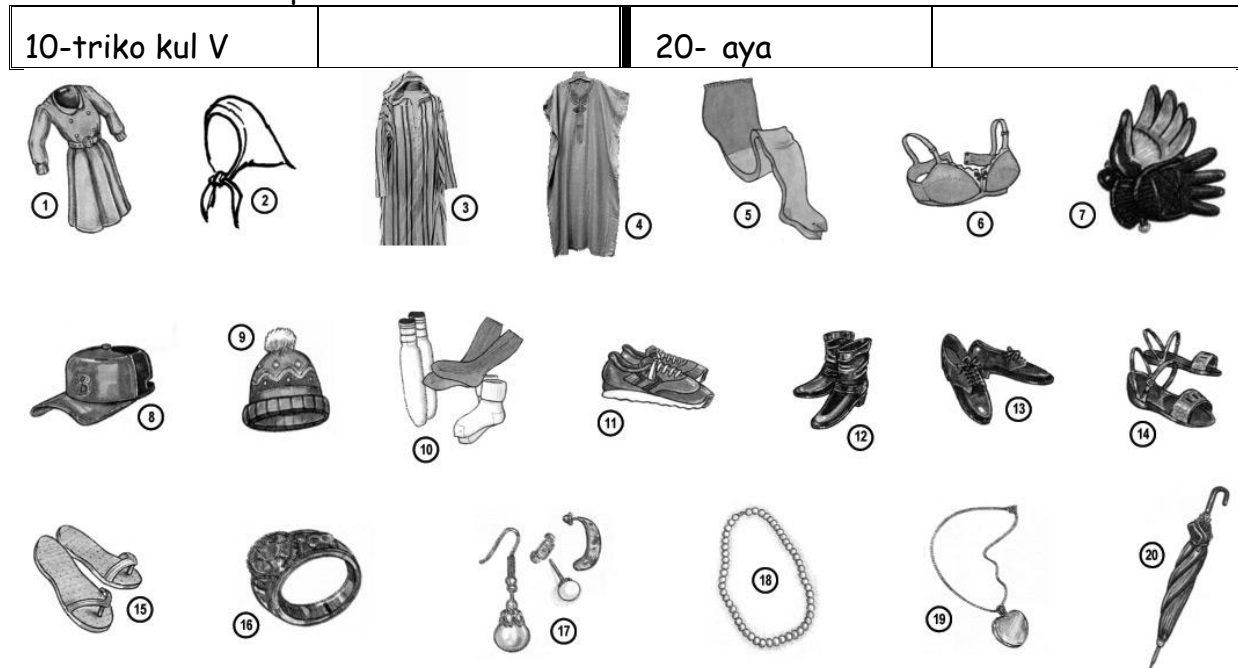
(money)!		
That's my last price!	ğwad aygan t-tamaninu!	

CLOTHING

Clothes	l-Hwayj/ihdumn	
----------------	-----------------------	--

**Clothing vocabulary:**

1-sufi ma		11-fista	
2-djin		12-tjaki a	
3-srwal		13-pijama	
4-qamija n kmm		14-kbboť	
5-qamija		15- m a	
6-grafat		16-tišurt	
7-jili		17-šor	
8-kustim		18-šan	
9-triko		19-slip	



1. l-kswa		11. sbrdila	
2. z-zif		12. l-butyu	
3. tajllabit		- bbat	
4. l-fuqiya		- ndala	
5. liba		15. l-mššayat	
6. sutyanat		16. l-xatm	
7. ligat		17. tixursin	
8. š-šabbu / - rbuš		18. iqqayn	
agiya		19. s-snslt	
10. tqašr		- l	

Clothing expressions:

Give me size ... please.	fkiyyi n-nmra... afak.	
Try this one on.	arm ġwad / xttad.	
Do you want another color?	- nin?	
I prefer this color.	riġ l-lun ad.	
It goes well with you.	tuškad didk/didm (m, f)	

COLORS

Colors	l-lwan	
--------	--------	--

Colors	Masculine singular		Feminine singular	
White	umlil		tumlilt	
Black	asggan		tasggant	
Green	azgzaw		tazgzawt	
Yellow	awrag		tawragt	
Red	azggag		tazggagt	
Blue	azrqi		tazrqit	
Pink	awrdi		tawrdit	
	afanidi		tafanidit	
Brown	aqhwi		taqhwit	

Colors	Masculine plural		Feminine plural	
White	umliln		tumlilin	
Black	isggann		tisgganin	
Green	izgzawn		tizgzawin	
Yellow	iwragñ		tiwragin	
Red	izggagñ		tizggagin	
Blue	izrqin		tizrqiyyin	
Pink	iwrðin		tiwrðiyin	
	ifanidin		tifanidiyyin	
Brown	iqhwin		tiqhwiyyin	

Dialogue:

Dan:	s-salamu alaykum.		
Ms ud:	wa alaykum s-salam.		
Dan:	is llant kra n tjluba?		
Ms ud:	yah llant. arm xttad. tbark l-lah tuškad didk nišan.		
Dan:	- nin?		
Ms ud:	yah, illa gis azgzaw, umlil d usggan.		
Dan:	riġ ad armġ tumlilt afak.		
Ms ud:	waxxa, hak a sidi.		
Dan:	mnšk atga xttad?		
Ms ud:	xttad tga 8000 ryal.		
Dan:	tġla bzzaf, rad ak fkġ 3000 ryal.		
Ms ud:	t bzzaf. awit s 7000 ryal.		
Dan:	uhu, ur tnaqst walu. bslama.		
Ms ud:	aškid, aškid. fkiyyi 6000 ryal.		
Dan:	radak fkġ 3500 ryal. iġ ur trit afi.		
Ms ud:	ara 3500 ryal. ihnna l-hal.		

GRAMMATICAL POINTS

1- ADJECTIVES :

In TashlHeet, adjectives are conjugated the same way as verbs. They take the regular past tense pattern. They can come either before or after the noun they modify. There are some examples:

The city is big.	tamdintad tmqqr	
This flour is good.	ifulki aggurnad	
These clothes are wet.	ihdumnad bdign	
These cows are dirty.	rkant tfunasinad	

Adjectives	Masculine singular		Feminine singular	
Pretty	ihla		thla	
Bad/ugly	ixšn		txšn	
Happy	ifrH		tfrH	
Clean	inqqi		tnqqi	
Dirty	irka		trka	
Late	l		l	
Hard	išqqa		tšqqa	
Lazy	irxa		trxa	
Full	i mmr		t mmr	
Empty	ixwa		txwa	
Tall	igzzif		tgzzif	
Short	igzzul		tgzzul	
Spicy	iHrra		tHrra	
Crazy	inufl		tnufl	
A lot/much	iggut		tggut	
Rare	idrur		tdrus	

Small/young	imzziy		tmzziy	
Big/old	imqqur		tmqqur	
Soft	ilggag		tlggag	
Harsh	iqqur		tqqur	
Dry	izwa		tzwa	
Wet	r		r	
Delicious	immim		tmmim	
Good	ifulki		tfulki	
Wide	yus a		tus a	
Narrow/tight	iyq		iyq	
Expensive	igla		tgla	
Heavy	izzay		tzzay	
Light	ifssus		tfssus	
Old	iqdm		tqdm	
Strong	ha		ha	
Weak	f		f	
Clear	fa		fa	
	ibayn		tbayn	
Hot	irga		trga	
Cold	ikrm		tkrm	

Adjectives	Masculine plural		Feminine plural	
Pretty	Hlan		hlant	
Bad/ugly	xšnn		xšnt	
Happy	frnn		frnt	
Clean	nqqin		nqqint	
Dirty	rkan		rkant	

Late	ln		Int	
Hard	šqqan		šqqant	
Lazy	rxan		rxant	
Full	mmrn		mmrnt	
Empty	xwan		xwant	
Tall	ġzzifn		ġzzifnt	
Short	gzzuln		gzzulnt	
Spicy	hrran		hrrant	
Crasy	nufln		nufInt	
A lot/much	ggutn		ggutnt	
Rare	drusn		drusnt	
Small/young	mzziyn		mzziynt	
Big/old	mqqurn		mqqurnt	
Soft	lggagn		lggagnt	
Harsh	qqurn		qqurnt	
Dry	zwan		zwant	
Wet	bdign		bdignt	
Delicious	mmimn		mmimnt	
Good	fulkin		fulkint	
Wide	us an		us ant	
Narrow/tight	iyqn		iyqnt	
Expensive	ġlan		ġlant	
Heavy	zzayn		zzaynt	
Light	fssusn		fssusnt	
Old	qdmn		qdmnt	
Strong	han		hant	
Weak	fn		fnt	

Clear	fan		fant	
	baynn		baynt	
Hot	rgan		rgant	
Cold	krmn		krmnt	

To negate an adjective, we use "ur" (). If the adjective normally ends with "a" (), it changes sometimes to "i" ().

For example:

affirmative		negative	
iHla		ur iHli	

Examples:

This year, the river in my village did not dry.	asggas ad assif ur izwi ġ tmazirtinu.	
Are there a lot of volunteers in Morocco?	- awwi in ġ l-mġrib?	

Exceptions:

Normal TashlHeet adjectives can be conjugated in a way that the verb "to be" is implied. (i.e. "Mark ifrH", Mark is happy). Adjectives borrowed from Arabic, on the other hand, must have the "to be" verb 'g' specifically added.

Examples:

It is important.	iga muhim	
It is obligatory.	iga daruri	
It is dangerous.	iga xa ar	
He is optimistic.	iga mutafa'il	
He is pessimistic.	iga mutaša'im	

Note: the verb "to be", 'g' must agree with the subject.

2-COMPARATIVES AND SUPARLATIVE ADJECTIVES.

We use comparative adjectives when we are comparing two objects based upon some quality or characteristic. For example, in English we can say: I **am taller** than John. "taller than" is the comparative form for the adjective "tall".

In TashlHeet, the comparative form is derived by adding "f" () to the adjective. For example, "I am taller than John" translates to "ǧzzifǧ f John".

Examples:

Tajine is more delicious than couscous.	- ajin immim f sksu.	
This house is older than this one.	tigmmiyad tqdm f xttad.	
Ifrane is colder than Ouarzazate.	ifran ikrm f warzazat.	

Besides "f" (), there are three other comparison words that are used depending on the comparison type. They are conjugated in the past tense just as pattern 1 verbs (see page 70).

- a- "af" * (): to be
better than (quality).
- b- "ati" (): more than
(quantity).
- c- "agr" (): more than
(size, dimension and age).

<u>1. af* (quality)</u>		
Cow milk is better than powdered milk.	l-ħlib n tfunast yuf l-ħlib n l-ǧbra.	
Your horse is better than mine.	ayyisnk yuf winu.	
Meat is better than bread.	tifiyyi tuf aǧrum.	
My goats are better than yours.	tigatininu ufnt tink.	

*Not to be confused with the verb "af" () (to find).

<u>2. ati (quantity)</u>		
In Jam l-fna, there are more foreigners than people from Marrakech.	ǧ jam l-fna ibrranin utin imrrakšin.	
He has more sheep than	wullins utin winu.	

I do.		
We have more horses than he does.	isang utin wins.	

3. agr (size, dimension, age)		
I am older than my sister.	nkki ugrg ultma.	
This frying pan is bigger than this one.	l-mqlayad tigr xttad.	
These roads are larger than these ones.	igarasnad ugrn gwid.	

• **Comparing Like Objects :**

In order to express that two things/people/etc. are the same size, dimension and/or age, we use "**anšk n**" (). The same / alike is "**zund zund**" () or "**kif kif**" () or "**bHal bHal**" ().

Examples :

My brother is the same age as this boy.	gma anšk n ufruxad g l- mr.	
This swimming pool is the same size as that one.	lappisin ad anšk n gwan.	
Which is better: a blue or a green shirt?	Ma yufn: l-qamija tazrqit ngd txdrir?	
They are the same.	zund zund / kif kif.	

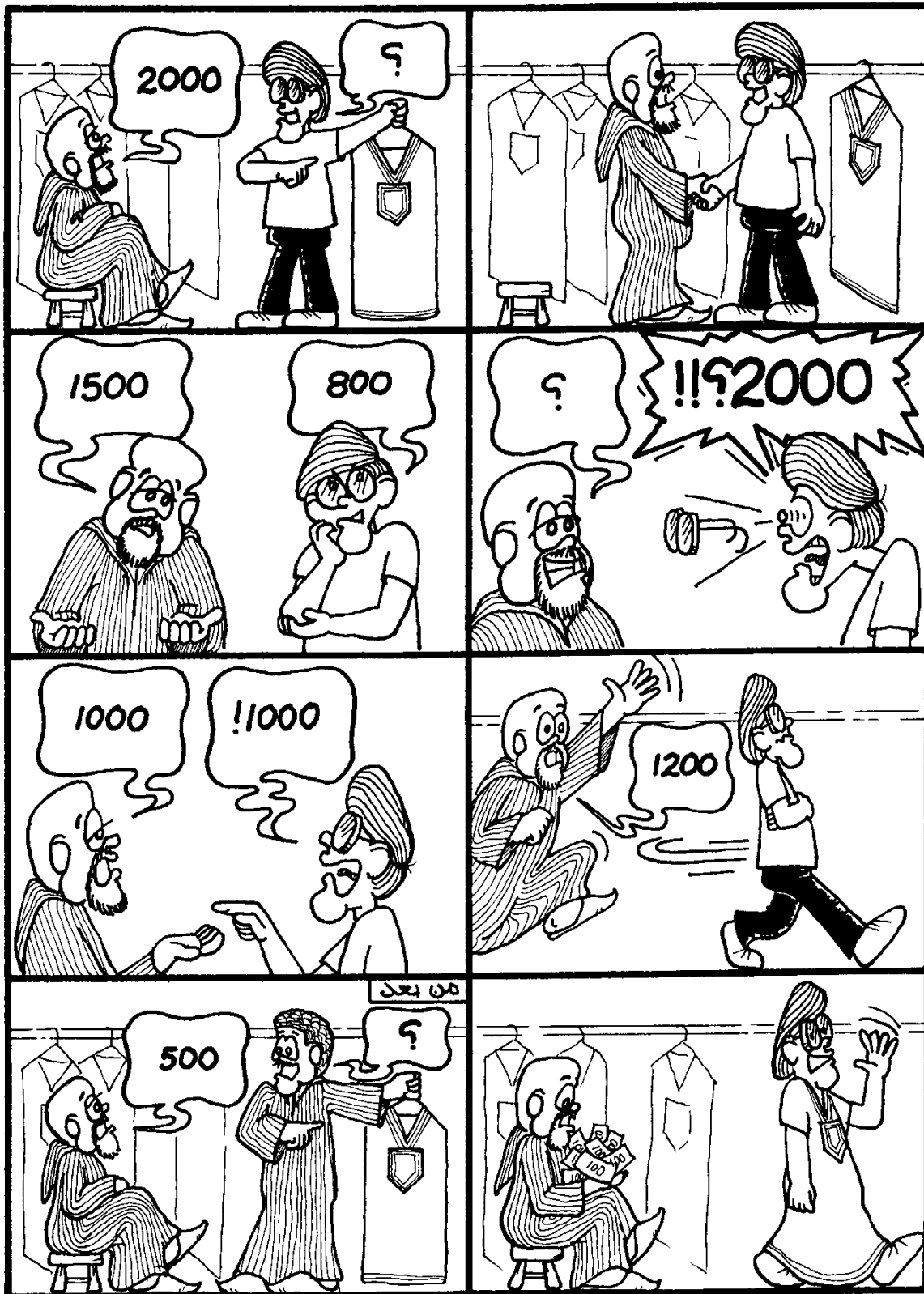
• **Superlative adjectives.**

The superlative adjective in TashlHeet can be formed by conjugating the adjective in the third person masculine singular (past tense) and adding "n" () to the end of the adjective (see participle "n" () page xxx) and inserting "a(d)" before the adjective.

He is clean.	ntta inqqi	
He is the cleanest.	ntta a ynqqin	
She is the most beautiful.	nttat a yHlan	

PRACTICE

Exercise 1: write a dialogue for the following pictures.



Exercise 2: read the text and answer the questions.

gssad, saïda dars t-tsbin iggutn:

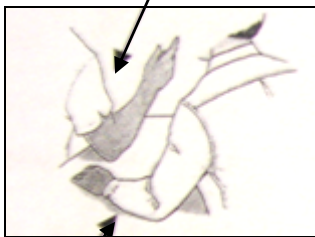
- a
n iwis. l-kswa tazggaġt d l-liba tawraġt
n illis. l-ppijama tazrqit d z-zif armadi
ns.

Questions:

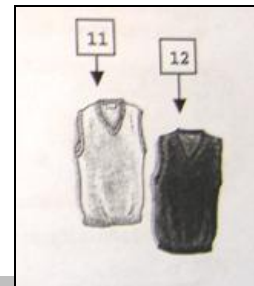
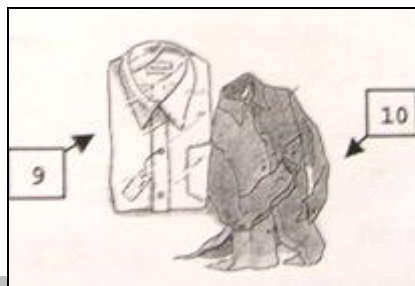
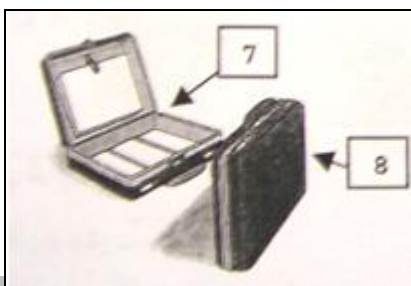
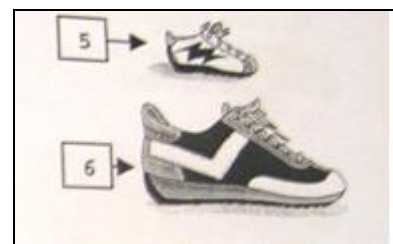
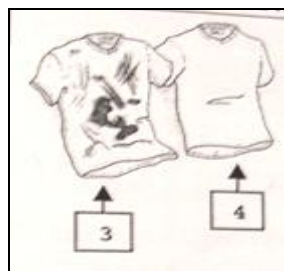
1. tin mit tga l-qamija tumlilt?	
a n dġin?	
3. man l-lun tga l-kswan n illis n saïda?	
4. man l-lun tga l-ppijama d z-zif n saïda?	

Exercise 3: describe the following pictures using adjectives.

1. l-kmm ad imzziy

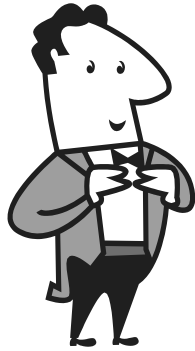


2. l-kmm ad _____



Exercise 4: compare each pair using comparative adjectives.

Driss



Hassan



- umubil n Mary



- umubil n Mike



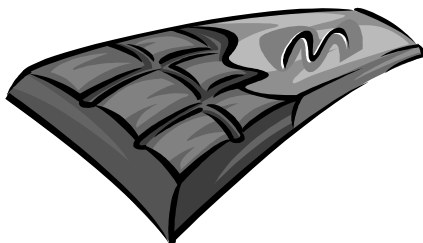
tigmmi n Mohamed



tigmmi n Judy



š-škla

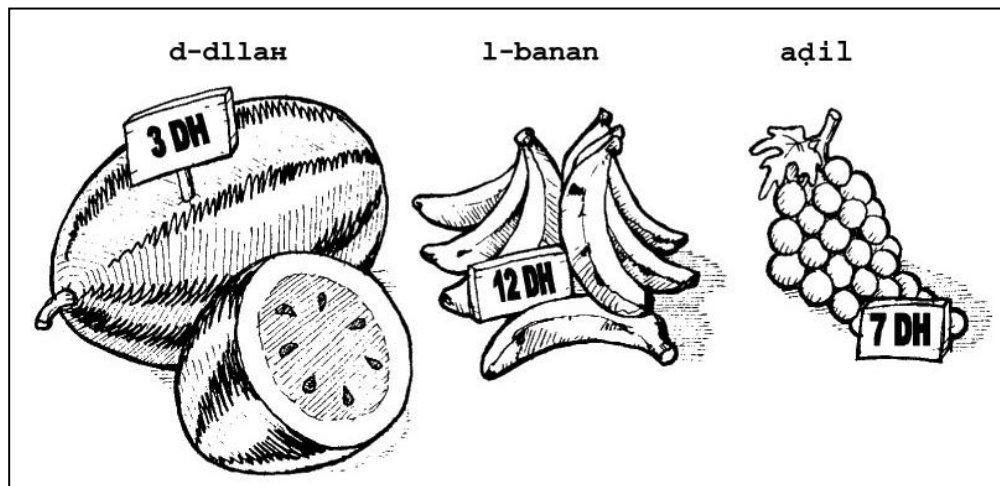


ağrum



Exercise 5: answer the following questions based upon the drawing.

--



1-ma yḡlan: a il nḡd l-banan?	
2-ma yr̄x n: d-dllaH nḡd a il?	
3-ma yufn: d-dllaH nḡd l-banan?	
4-ma ymmimn: d-dllaH nḡd a il?	
5-izd a il ayḡlan f l-banab?	
6-ma yr̄x n ḡ l-fakitad?	



BERBER WISDOM

aynna tkr̄zt, tmgr̄t.

English equivalent: As you sow, will you reap.



SHOPPING FOR FOOD

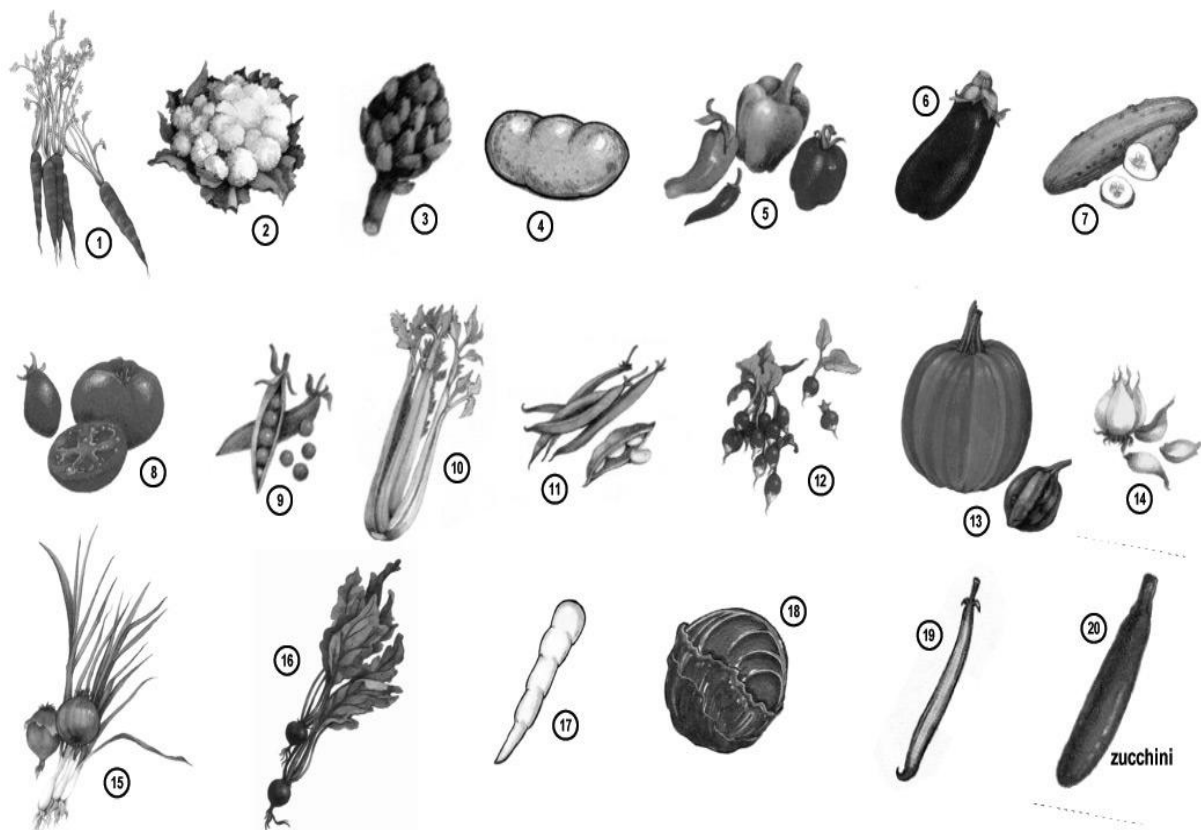
Objective: by the end of this chapter, you will be able to:

- Shop for produce, meats, and spices.

Vocabulary:

Fruits and Vegetables

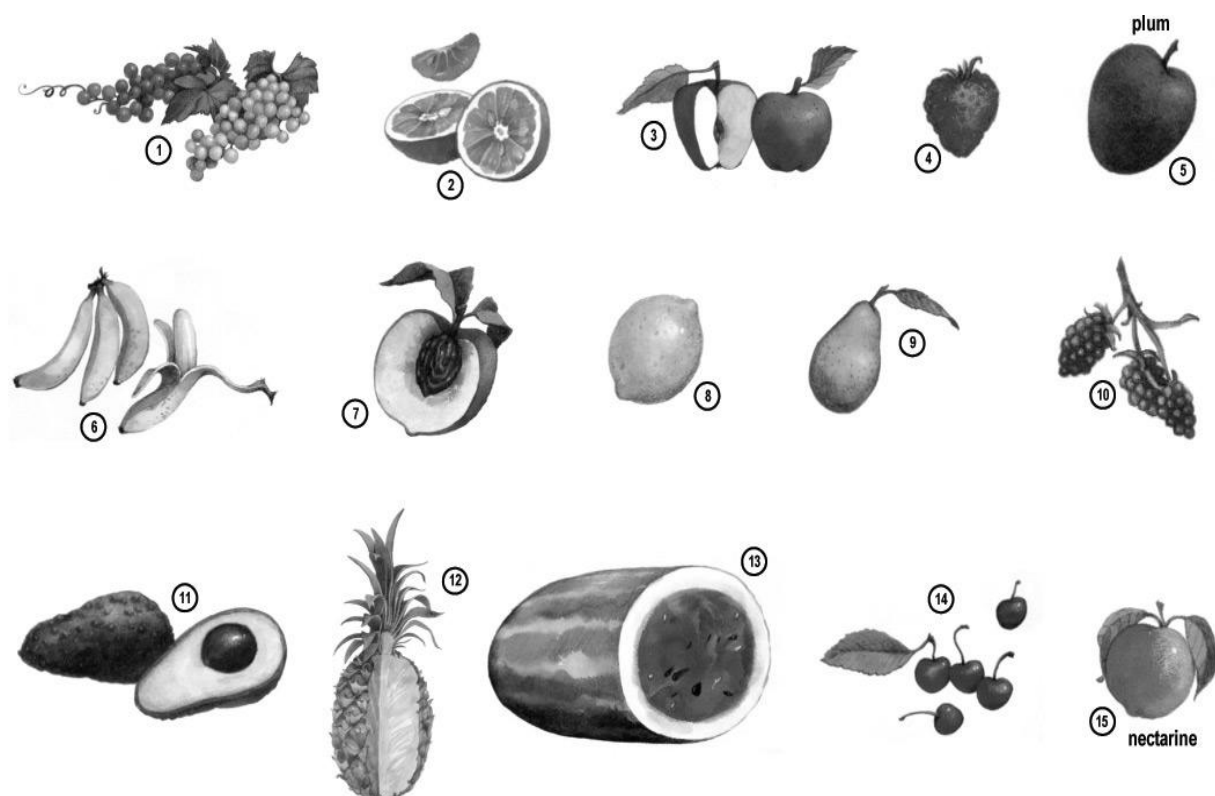
At the green grocer's	dar ux ar	
-----------------------	-----------	--



Vegetables		l-x rt	
1. xizu		11. ibawn	
2. š-šiflur		12. l-fjl	
3. lquq		13. txsayt	
a		14. tiskrt	
5. ififl		15. azalim	
6. d-dnjāl		16. l-barba	
7. lxyar		17. tirkmin	
8. iša		18. l-mkuwr	
9. j-jlbana		19. l-lubya	
-		20. taxsayt	

Quince	s-sfrjl		Parsley	l-m dnus	
Gourd	aslawi		Mint	n-n na	
Okra	l-mluxiya		Absinth	š-šiba	
Coriander	- bur		Verbena	l-lwiza	

dar bu l-fakit



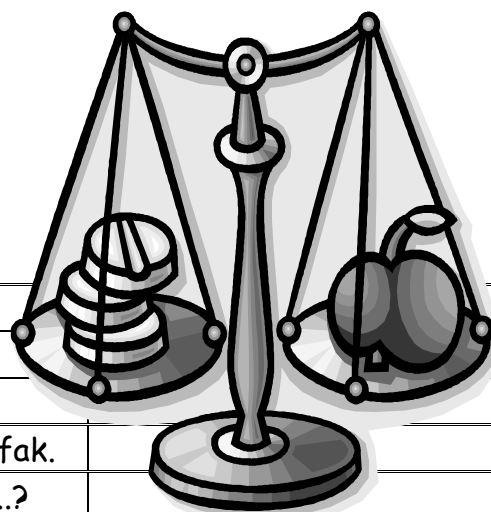
fruits		l-fakit	
il		9. bu wid	
2. l-limun		10. t-tut	
3. t-tfah		11. lavoka	
4. l-friz			
5. l-brquq		13. d-dllah	
6. l-banan		14. ḥblmluk	
7. l-xux		15. š-šhdiya	
8. l-ḥ			

Pomegranate	r-rmman		Japanese plums	l-mzah	
Apricots	l-mšmaš		Kiwi	l-kiwi	

Units of measurement.

Scale	l-mizan	
Gram	gram	
Kilogram	kilu	
$\frac{1}{4}$ kilogram	rab a	

$\frac{1}{2}$ kilogram	kilu	
$\frac{3}{4}$ kilogram	kilu lla rob	
2 kilograms	juj kilu	

**expressions:**

Give me a kilo of ...	fkiyyi kilu n...	
Weigh me ...	briyyi...	
Give me some ...	fkiyyi kra n...	
More ... please	zaydiyyi imik n... afak.	
How much is a kilo of ..?	mnšk a yskar kilu n...?	
What do you need?	an?	
What else?	ni?	
I need ...	ayyi...	
No, that's enough. Only 1 kilo, that's all!	uhu, baraka. ġir kilu safi!	

Dialogue:

Shopping		l-mq it	
Susan:	s-salamu alaykum.		
- rt:	wa alikum s-salam. - r a lalla?		
Susan:	riġ juj kilu n btata, d kilu n matiša, d ns kilu n l-barba. xtariyyi kra yħlan afak... briyyi kilu u rb n uzalim.		
- rt:	afi a lalla?		
Susan:	mnšk ayga t-tffah?		
- rt:	aš n drhm.		
Susan:	waxxa, ...ttuġ, fkiyyi kra l-qzbur d l-m dnus.		
- rt:	hak a lalla.		
Susan:	mnšk a yga l-xirad.		

- rt:	ts miyya u sttin ryal a lalla.		
Susan:	mnšk n d-drahm?		
- rt:	tmnya u rb in drhm.		
Susan:	hak a sidi, ak i awn rbbi.		
- rt:	llay xlf a lalla.		

Spices and Meat

Dar u ar	
----------	--

Spices		l- triya		
Salt	tisnt		turmeric	l-xrqum
Black pepper	l-bzar		hot pepper	tififlt ihrran
Ginger	skinjbir		red hot pepper	tassudanit
Cumin	l-kammun		cloves	l-grunfl
Cinnamon	l-qrfa		basil	l-hbaq
Oregano	azuknni		paprika	t-tħmira
Nutmeg	l-guza		saffron	z-z fran

At the butcher's	Dar ugzzar	
------------------	------------	--



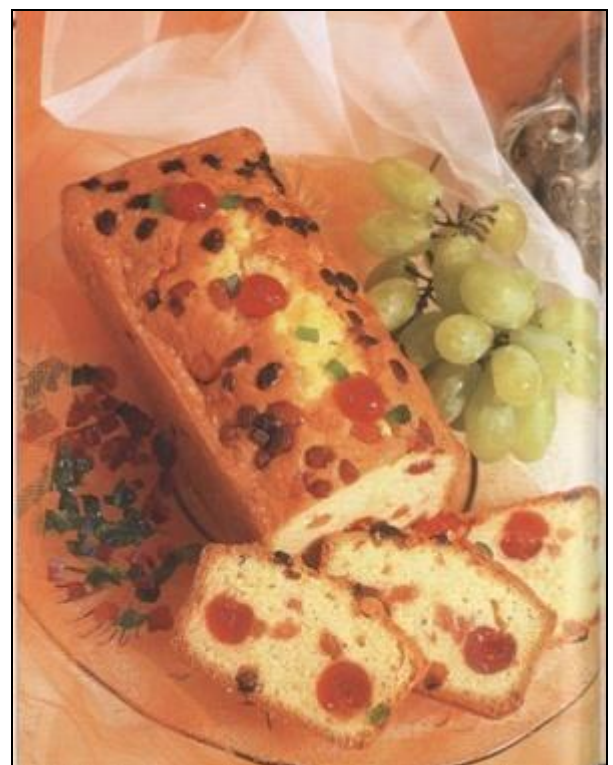
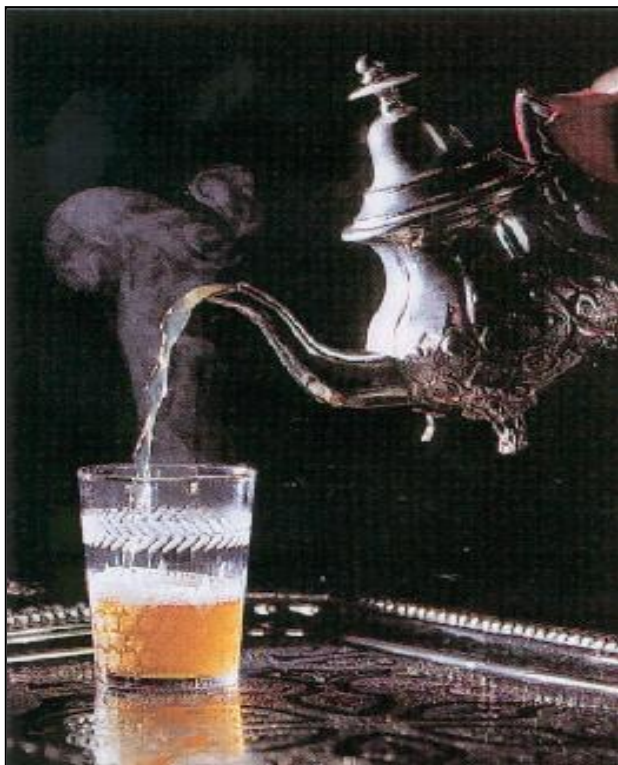
Butcher	agzzar	
Meat	tifiyyi	



Lamb	l-gnmi	
Beef	l-bgri	
Goat meat	l-m zi	
Liver	tasa	
Ground meat	l-kfta	
Meat w/o bones	l-hbra	
Chicken	afullus	

PRACTICE

Exercise: you have guests for dinner and you want to serve them tea with cakes, then a tajine. List the items you need for preparing tea/cakes and a tajine and write your shopping list. Then write a shopping list for an American dish.





FOOD AND DRINK

Objective: by the end of this chapter, you will be able to:

- Use the correct words and expressions concerning food and drink.
- Express likes and dislikes using (**jb/i zza**) (to please).
- Express necessity or obligation with (**xssa**) (to need/to have to).

Vocabulary:

FOOD AND DRINK

Food	l-makla / tirmt		Fish	islman	
Breakfast	- ur		Beans	l-lubya	
Lunch	imkli		Lentils	l- ds	
Dinner	imnsi		Chick peas	l-hmms / l-himz	
Tajine	- ajin		Steamed pasta with cinnamon and sugar	s-sffa	
Salad	šlada		Vermicelli	š-š riya	
French fries	- a iqlin		Moroccan soup	tahrirt	
Olives	z-zitun		Soup	askkif	
Pastilla	- ila		Vegetable soup	- ubba	

Meat	tifiyya / tifiyyi		Rice	r-ruz	
Chicken	afullus / ašišaw		Couscous	sksu	
			Pizza	l-ppitza	

AT THE CAFE

The waiter	l-garsun	
Black coffee	l-qhwa tasggant	
Half coffee, half milk		
Hot milk	l-ħlib irġan	
Weak coffee	l-qhwa ixfifn	
Strong coffee	l-qhwa iqshn	
Coffee with a little milk	qhwa mħrsa	
Orange juice	l-ir n l-limun	
Apple & milk shake	l-ir n t-tfaħ	
Banana & milk shake	l-ir n l-banan	
Almond & milk shake	l-ir n l-luz	
Pot of tea	l-brrad n watay	
Glass of tea	l-kas n watay	
... with mint	... s n-n na	
Not very sweet.	-adur izid bzzaf. -aggis ur yili s-skkar bzzaf.	
Some sugar, please.	imik n s-skkar, afak.	
A glass of cold water	yan l-kas n waman brdnin	

AT THE RESTAURANT

The menu	l-minu	
----------	--------	--

Please bring me ...	afak awiyyid...	
Do you have ... ?	is darun...?	
What do you have?	mad darun...?	
Is there any food without meat?	is tlla kra n l-makla bla tifiyya?	
I want a tajine without meat.	rig yan t-tajin bla tifiyya.	
What do you have for dessert?	mad darun ġ d-disir?	
We want a table for (four people).	- bla n (rb a n middn).	
Outside	brra	
Inside	agns	
The bill, please.	l-ħsab afak.	
To your health.	ħħa.	
To your health (response).	l-lay - ħħa.	
How do you like the food?	is tlla l-makla?	
I have no complaints.	ur dari mad nnig.	
The food is delicious.	tirmt fut.	

Dialogue:

<u>Chris d Amy ġ r-ristura</u>			
I-garsun:	mrħba bikum.		
Chris:	šukran. is tlla kra n t-tbla n sin middn?		
I-garsun:	tlla, mani ġ tram a tggawrm?		
Chris:	- bla tama n š-šrjm.		
I-garsun:	ma tram a tššm?		
Amy:	ma ddarun?		
I-garsun:	ha l-minu.		
Amy:	nkki rig š-šlada d sksu s l-ġnmi.		
I-garsun:	waxxa a lalla. ima kyyi a sidi?		
Chris:	nkki ar šttaġ ġir l-xdrt, is tlla kra n l-makla bla tifiyya?		

I-garsun:	yah, tlla l-lubya.		
Chris:	waxxa. awiyyid š-šlada d yan t-tbsil n l-lubya.		
I-garsun:	is tram a tsum kra?		
Amy:	nkki rig yat kuka ibrrdn.		
Chris:	nkki rig gir aman afak.		
~~~~~ ~~~~~			
Chris:	l-ḥsab afak.		
I-garsun:	70 drhm.		
Chris:	hak a sidi.		
I-garsun:	lla yxlf. is kn t jb l-makla?		
Amy & Chris:	tmmim, t jbağ bzzaf.		
I-garsun:	нна u r-рана.		
Amy & Chris:	lla y - нна.		



## GRAMMATICAL POINTS

### 1- THE REFLEXIVE VERB "TO PLEASE/TO LIKE"

In TashlHeet, it is not common to say literally "I like something".

Rather, we use the construction: "something pleases me". In reality, this phrase would translate into English "I like something", but what is important is that you understand that the "person who likes" is actually the object of the sentence, and the "thing liked" is the subject. At first, it will seem backward; in fact, it is (from an English speaker's perspective). In time you will use this construction naturally.

- How to conjugate "to please".

The verb "to please" is ( **jb** ). It can be tricky to conjugate because, as we said, the subject of the verb is actually the object that is "liked". And the object is the person who "likes". Thus, if I want to say "he likes them", I literally need to say "they please him". Also, as a result of this, the verb must always agree in gender and number with the subject, that is the thing "liked." The verb uses the past tense, but it may have a present meaning. The conjugation of the verb can be outlined in the following manner:

- Past Tense.

Subject	Verb	Object Pronouns		
<b>i</b> jb (m, s) <b>t</b> jb (f, s) <b>jb</b> n (m, p) <b>jbnt</b> (f, p)		<b>iiyi</b>		
		<b>k</b>		
		<b>km</b>		
		<b>t</b>		
		<b>tt</b>		
		<b>ag</b>		
		<b>kn</b>		
		<b>knt</b>		
		<b>tn</b>		
		<b>tnt</b>		

### Examples:

It (m, s) pleases me. (i.e. I like it.)	<b>i jbiyyi</b>	
I like couscous	<b>i jbiyyi sksu</b>	
It (f, s) pleases us. (i.e. We like it.)	<b>t jbag</b>	
We like this story	<b>t jbag l-qist ad.</b>	
They (f, p) please you. (i.e. You like them (it	<b>jbntk</b>	

plural).)		
You like these pictures.	jbntk t-tsawr ad.	
Do you like buttermilk?	is k i jb ugu?	
No, I don't.	uhu, ur iyyi i jb.	

Notice that in questions and negations, the object pronouns (iyyi, k, km ...) and placed before the verb.

• **Present tense.**

When jb is conjugated in the present tense, it means that "something was/is always liked" it can be conjugated in the following manner:

Present tense indicator	Direct object pronouns	Subject (the thing liked) & the verb "t jab"			
ar	iyyi	it jab (m, s) tt jb (f, s) t jabn (m, p) t jabnt (f, p)			
	k				
	km				
	t				
	tt				
	aġ				
	kn				
	knt				
	tn				
	tnt				

**Examples:**

<b>jb with masculine singular subject.</b>		
He likes tea.	ar t it jab watay	
They like tajine.	ar tn it - ajin.	
I like chocolate.	ar iyyi it jab š-šklāt.	
<b>jb with feminine singular subject.</b>		
I like french fries.	ar iyyi t a iqlin.	
Do you like soda?	is ar k t jab l-munada?	
She doesn't like pizza.	ura tt t jab l-pitza.	
<b>jb with masculine plural subject.</b>		
Do you (p) like kids?	is ar kn t jabn tarwa?	
Yes, we like them.	yah, ar aġ t jabn.	

He likes books.	ar t t jabn l-ktub.	
<b>jb with feminine plural subject.</b>		
I like small goats.	ar iyyi t jabnt tigadin.	
Do you (p) like the village women?	is ar kn t jabnt timgarin n udwwar?	
We don't like them.	ura aḡ t jabnt.	

• **jb followed by another verb.**

When "jb" is followed by another verb, it is conjugated in the present tense and always takes the masculine singular form "it jab". The second verb is in the infinitive but follows the general pattern of Pattern 1 verbs and is preceded by "ad" ( ) (see page 70).

**Examples:**

I like to play soccer.	ar iyyi it jab ad l bḡ takurt.	
She doesn't like to wake up early.	ura tt it jab a tnkr zik.	
What do you like to do on the weekend?	ma k it jab at tskrt ḡ l-wikand?	
We like to listen to music.	-ar aḡ it jab a nsfld i l-musiqa.	

• **i zza dar**

"i zza dar" does not only mean to like something, but also to love something or somebody (not romantic love). It is always conjugated in the past with present meaning. The pronoun referring to the subject is prefixed to "i zza".

Subject verb	Object pronoun		
i zza (m, s) t zza (f, s) zzan (m, p) zzant (f, p)	dari		
	dark		
	darm		
	dars		
	darng		
	darun		
	darunt		
	darsn		
	darsnt		

**Examples:**

I like Isabella.	† zza dari isabilla.	
Do you like popcorn?	is darun zzant tirufin?	
They like chicken.	zzan darsn ifullusn.	

To negate "i zza dar", we use "ur" + "dar" + "i zza", and the final "a" changes to "i".

### Examples:

s/he doesn't like butter milk.	ur dars i zzi agu.	
They don't like karim.	ur darsn i zzi karim.	

## 2- THE VERB "TO NEED, TO HAVE TO, MUST, SHOULD"

The verb **a** ( ) translates into all of the following in English: "to need" or "to have to" or "must" or "should." It is conjugated by adding the object pronouns (see page 83) to the end of the verb. It is conjugated in the past tense but has a present meaning:

Subject verb	Object pronoun		
i a (m, s) † a (f, s) an (m, p) ant (f, p)	yyi		
	k		
	km		
	†		
	††		
	ag		
	kn		
	knt		
	tn		
	tnt		

When "a" is followed by a noun, it only means "to need".

### Examples:

I need yeast.	ayyi txmirt.	
T need eggs.	antiyyi tiglay.	
I need medicine.	ayyi d-dwa.	

Like other reflexive verbs, "a" can be followed by another verb and it means "have to", "must" or "should".

**Examples:**

I have to learn tashlHeet well.	ayyi ad t lImġ tašlHit mzyan.	
You should be on time.	akm a taškt ġ l-uqt.	
You have to go.	i ak a tddut.	
You shouldn't drive.	ugt.	

To negate "ix a", we use "ur" + **object pronoun** + **subject verb**.

**Examples :**

You shouldn't smoke .	ur k ixssa a tkmit	
You shouldn't eat in the street in Ramadan.	ur k ixssa a tššt ġ uzniq ġ rmdan	

### 3- THE VERB "TO WANT, TO LIKE".

The verb *iri* translates into the English "to want" and "to like." When conjugated in the past tense, the verb expresses "to want," but with a *present tense meaning* (see page 93). When conjugated in the present tense, the verb expresses "to like," also with a present tense meaning.

**Examples:**

I like mint tea.	ar ttiriġ atay s n-n na .	
------------------	---------------------------	--

When the verb is used with object pronouns (see page 83) in the present tense, it means "to love" or "to like" someone.

**Examples:**

I love you/I like you.	ar k ttiriġ.	
I love him/I like him.	ar t ttiriġ.	
I love her/I like her.	ar tt ttiriġ.	

When this verb is followed by another verb, the second verb is always in the infinitive form with the prefixes of Pattern 1 verbs.

**Examples:**

I like to drink coffee in the morning.	ar ttiriġ ad suġ l-qhwa ġ s-sbah.	
He likes to read before going to bed.	ar ittiri a yġr qbl a yġn.	

## PRACTICE

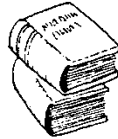
**Exercise 1:** make correct sentences using "jb".

is	km	t jb	l-ktub	nk	?						
	t	i jb	l-xdmt	n							
	tt	jbn	adwwar	nun							

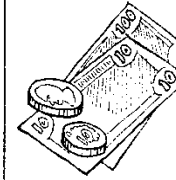
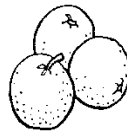
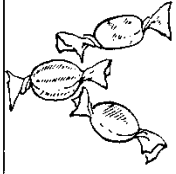
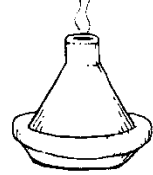
yah	t jb	a			
	i jb	tn			
	jbn	t			

**Exercise 2:** make as many sentences (affirmative and negative) as you can with "jb" or "i zza dar" using these pictures.

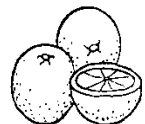
Suzy



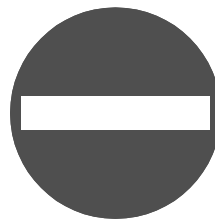
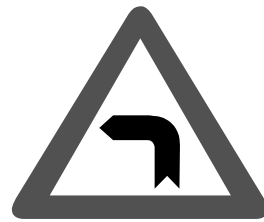
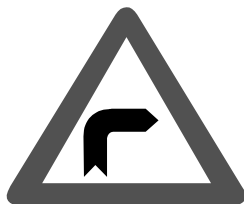
Ahmed

Ronny  
&  
Nancy

Aicha



**Exercise 3:** write the expressions that go along with these signs using the verb  
a.



**Exercise 4:** for each meal, write at least three sentences in which you express Moroccan food you like or dislike for breakfast, lunch and dinner.

- ur		imkli		imnsi	
1. ar ttirig tiglay g		1.		1.	



- ur.		
2.	2.	2.
3.	3.	3.

**Exercise 5:** answer the following questions in TashlHeet.

- an a tskrt baš a tgt mutatawwi / mutatawwi a injhn?	-
----------------------------------------------------------	---

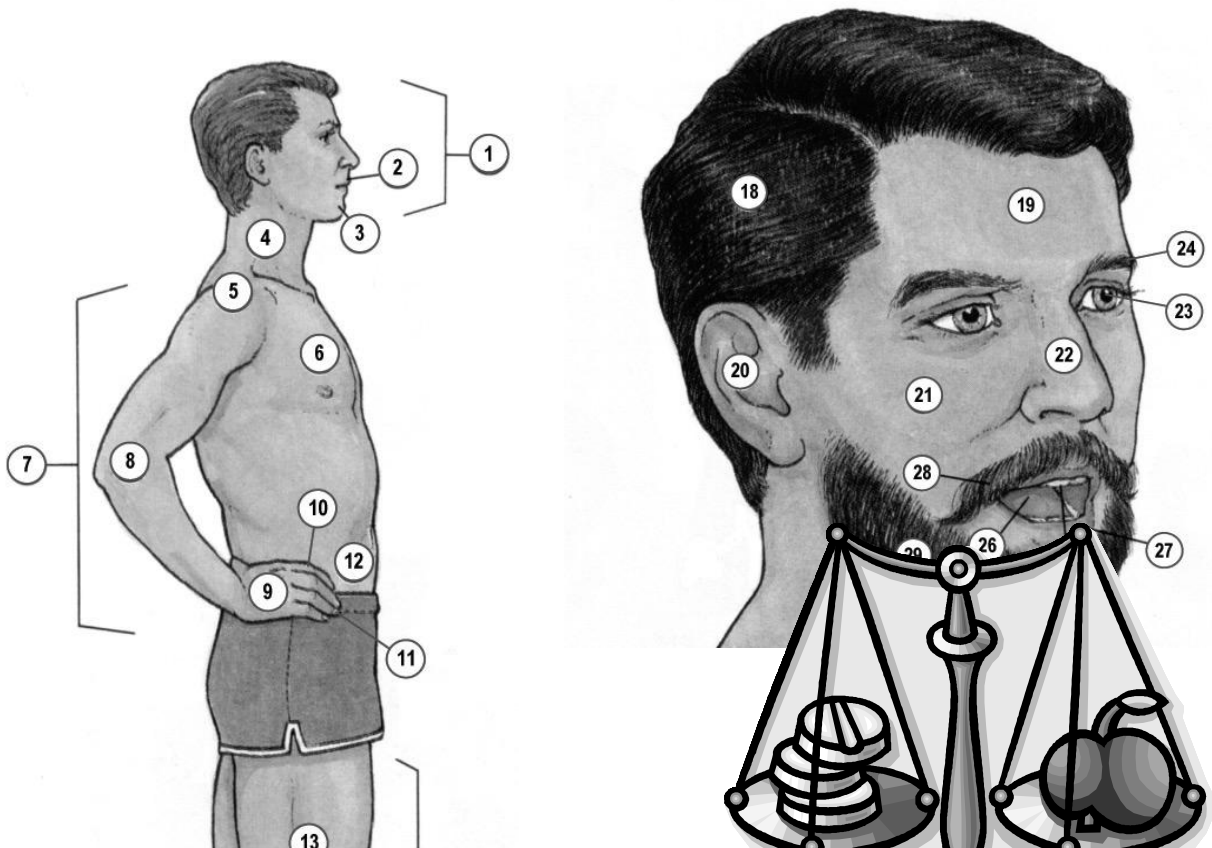
# MEDICAL AND BODY

**Objective:** by the end of this chapter, you will be able to:

- Describe in TashlHeet body parts and common illnesses.

**Vocabulary:**

## BODY PARTS



1. udm		. awrz	
2. imi		16. ar	
3.taqsmart		17. tifoldnt	
		18. azzar	
5. tagru		19. ignzi	
6. idmarn		20. amzzug	
7. afus		21. l-Hnk	
8.tigmrt		22. tinxar	
9. afus			
1		24. timiwt	
11. iskr		25. uxsan	
12. ahlig		26. ils	
. am ad		27.axmum	
14. afud		28. - aš	
		29.tamart	

### • HEALTH PROBLEMS.

What's wrong with you (m, s)?	mak yağn?	
What's wrong with you (f, s)?	makm yağn?	
What ails you?	nt?	
I have a cold.	illa gi zkum gigi r-rwaH.	
I'm allergic to...	tlla gi l-hasasiya.	
I have a headache.	ng agayunu.	
My ear aches.	ng imzganinu.	
I feel dizzy.	llant gi timlillay.	
I'm injured.	brig	
I'm burnt.	jdrğ	
I have a toothache.	ng yan uzrg. udng ya waxs.	
My ... hurts.	ng... / ingayyi...	
I'm vomiting / throwing up.	ar trarağ.	

I need to see a doctor.

riġ ad zriġ adbib.

## PRACTICE

**Exercise 1:** read the text and answer the questions.

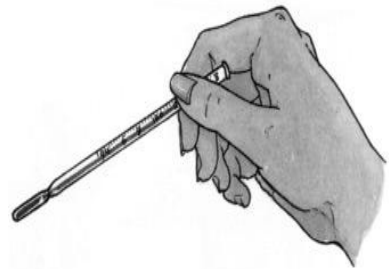
### Dialogue:

Latifa:	makm yaġn, yam labas?		
Amy:	niġ aħliġinu.		
Latifa:	is gim azbbar bzzaf?		
Amy:	yah, bzzaf!		
Latifa:	br šwiya, rad am snuġ yan l-kas n izri. dġya tjjit.		
Amy:	a ad suġ l- šub.		
Latifa:	waxxa, mamnk as ra km awnġ?		
Amy:	ut n-nmra yad n hay'at s-salam baš ad iyyi ġrin.		
Latifa:	nttat ayzwarn. ay fu rbbi.		
Amy:	amin. adam ur iml rbbi l-bas.		

### Questions:

n Amy?	
ifa kra n d-dwa?	
3. max lliġ ur tri Amy a tsu l- šub?	
4. is tdd bib?	

**Exercise 2:** what might you say if you were the person in each picture.



# SITE VISIT EXPRESSIONS

Here are some useful expressions you may need during your site visit.

My name is ... I am a volunteer with Peace Corps.	isminu ... giġ mutatawwi ġ hay'at s-salam.	
I will be working here for two years at ...	rad xdmġ ġġid sin isggasn.	
I'm going to spend two days with you (to host family).	rad didun gawrġ sin ussan.	
Where is the youth center?	manig tlla dar š-šabab?	
Where is the hospital / delegation?	manig illa s-sbitar?	
Where is the health delegation?	manig tlla l-mndubiya n - aHt?	
What is the name of the chief doctor?	bib mqqurn?	
Where is the agriculture office?	manig illa l-mrkz n l-filaha?	
Where is the water and forest office?	manig illa l-mktb n l-miyah d l-ġabat?	
Where is the "handicraft center"?	manig illa l-mujmma - ina a t-tqlidiya	
Where is the post office?	- a?	
Please, I want to open a post box.	riġ ad rzmġ yat l-bwat ppustal.	
What do I have to do?	mad iy an?	
How much do I have to pay?	mnšk a i ġ?	
Where is the bank, please?	manig tlla l-banka?	
I want to open a bank	riġ ad rzmġ yan l-ħsab ġ	

account.	l-banka.	
Where is the Gendarmerie/ police station, please?	manig llan jandarm?	
Give me your phone number, please. (m/f)	fkiyyi afak n-nmra n tilifunnk / tilifunnm.	
I want to get a "cart de sejour."	rig lakart d sijur.	
Is there a pharmacy here?	is tlla l-frmasyan ġġid?	
Is there a teleboutique here?	is tlla tilibutik ġġid?	
Do you sell cell phone cards?	i n t-tilifun?	
Which service is available here: Meditel or Maroc Telecom?	is illa miditil ngd t-tisalat l-mġrib?	
Is there cell phone reception / coverage?	is illa r-rizu?	
Is there CTM (the bus company)?	is illa s-satyam?	
What day/time is transportation available?	man ass ittili l-mrkub?	
Is there a cyber café here?	is illa kra n s-sibir ġġid?	
How far is it from here?	mnšk as iba d f ġġid?	
Which day is the souk?	man as illa s-suq?	
Is there any association here?	is tlla kra n j-jam iya ġid?	

Ask your LCF for any other words or expressions you think you may need for site visit.

# TRAVEL

**Objective:** by the end of this chapter, you will be able to:

- Talk about future plans.
- Identify means of transportation and use appropriate expressions for travel.

**Vocabulary:****FUTURE TIME EXPRESSIONS**

Tomorrow	askka	
Day after tomorrow	naḥ askka	
Tomorrow morning	baḥ	
Tomorrow afternoon/evening	askka (ǧ) tadggat	
Next Saturday	l-ḥd ad yuṣkan	
Next week	s-simana yad yuṣkan	
Next month	ayyur ad yuṣkan	
Next year	asggas ad yuṣkan	
Next summer	- if ad yuṣkan	
One day / some day	yan was / kra n was	
After lunch / dinner	b d imkli / imnsi	

**Examples:**

Will you go to work tomorrow?	is ra tddut s l-xdmt askka?	
No, I'm not going to go. I'm going to sleep a little bit.	uhu, urad dduǧ. rad gng imik.	
Someday, I will speak TashlHeet well.	kra was rad swalg taṣlhit mzyan.	

**GRAMMATICAL POINTS**

- **FUTURE TENSE.**

To form the future tense, take the imperative simple form, add the prefix "rad" and add the past tense ending of pattern 1verb:

rad + imperative simple (infinitive) + past tense ending
----------------------------------------------------------

- **Forming the future tense.**

The only future tense pattern is as follows:

nkki	rad__g			nkni	*ra n__		
kyyi/ kmmi	*ra t__t			knni	*ra t__m		
ntta	*ra y__			knninti	*ra t__mt		
nttat	*ra t__			ntni	rad __n		
				ntnti	rad __nt		

* Remember that the "t" assimilate the "d" and the "n", and in this case, the "i".  
i.e.: d+t=t; d+n=n ; d+i=y

**Example:**

To travel				safr			
nkki	rad safrg			nkni	ra nsافر		
kyyi/ kmmi	ra tsafrt			knni	ra tsafrm		
ntta	ra ysافر			knninti	ra tsafmnt		
nttat	ra tsافر			ntni	rad safrn		
				ntnti	rad safrnt		

• **Negation of the future tense.**

To form the negative of the future tense, add "u" before the future indicator "rad".

**Examples:**

Will you travel?	is ra tsafrt?	
No, I will not travel.	uhu, urad safrg.	
She is not going to eat fish.	ura tšš islman.	

To express "will never," we do not use the future tense, but rather **ursar** ( ) and the past tense.

I will never smoke.	ursar kmiḡ.	
---------------------	-------------	--



We will never travel at night.	ursar nsa .	
He will never enter my house.	ursar ikšm s tgmminu.	

To express "not yet" when speaking about the future, use **urta** ( ) with the future tense.

We will not go to bed yet.	urta ran ngn.	
I will not get married yet.	urta ra tahlğ.	
Aren't you traveling yet?	is urta ra tsafrt?	

Sometimes we use the verb to want "iri" ( ) with another verb or noun to express the future.

Are you going to the souq today?	is trit s-suq ġassad?	
Where are you going?	mani trit?	
I'm going to the cinema this afternoon.	riğ ad dduğ s s-sinima tadggat ad.	

# TRAVEL

## • GENERAL TRAVEL INFORMATION.

Public transport in Morocco is both inexpensive and easy to use. Between major cities, trains are the quickest and most comfortable means of travel, although they can be crowded at certain times of year. Buses are the cheapest choice and can vary in terms of speed and comfort.

## • TRAVELING BETWEEN CITIES.

- ❖ **CTM:** this is the national bus line, very comfortable, on schedule; seats are reserved and can be purchased in advance in most places. Unaccompanied baggage can be sent via CTM.
- ❖ **Souk Buses:** in each large town there is a bus station, such as "qamra" in Rabat. One can buy a ticket one day in advance and fares are set. Sometimes the ticket is for a reserved seat, other times it is for whatever seat is open

when the bus goes through town. A ticket does not necessarily mean there is a real seat either. Sometimes there are additional places set-up in the aisle. You have to bargain for the price you pay for your luggage if this gets stored on top of the bus. The price depends upon the size of the piece. It is advisable to carry smaller pieces of luggage you can store in the bus itself. Souk buses do not always leave or arrive on time. They may stop in the middle of nowhere. They may also stop in towns along the way looking for additional passengers.

- ❖ **Train:** there are two classes: first and second. The price of any train car with air conditioning will be higher. Sometimes there are schedule changes, but no available printed timetables. Check to be sure that the time you wish to travel is still accurate. Train tickets can be bought in advance, and this is the only form of local transportation on which you can buy a round trip ticket.
- ❖ **Grand Taxis:** this is for travel between large towns and cities. They carry 6 passengers and since the fare is per seat, if you want you can pay for empty seats so that the taxi leaves earlier. Ask the other passengers in the car what the regular should be, do not ask the driver first. If you want to take the entire taxi for yourself, ask for a taxi "korsa". Baggage does not cost extra in a taxi.
- ❖ **Pick-up Truck (kamio):** in some areas where no public transportation is available, people use their personal trucks to carry supplies to their douars, they also take passengers at a rate they determine themselves.
- ❖ **Airport Transportation:** there are airport buses and trains which run from Rabat Ville to the Casablanca airport. There are also airport buses which connect the airport to Casablanca, but from Rabat/Sale airport, there are only taxis.
- **TRAVEL WITHIN CITIES.**
- ❖ **Petis Taxis:** every city has petit taxis which can carry up to three passengers. The fare is calculated by meter. When you get in the taxis, ask that the meter be turned on. If there is no meter, or if it does not work, ask the price before you begin. Since the taxi can carry 3 passengers, if you are the only one getting in, he can pick up other passengers. If you are the second or third person entering the taxi, ask the price for your trip. At night (usually by 8 p.m) until sunrise, the fare is 50% more than the daytime fare.

- ❖ **Chariots:** in very small villages, the chariots are used to get people to the weekly souk or to towns on the main road, where larger transportation is available for farther distances.



### TRAVEL EXPRESSIONS.

Taxi	- aksi	
Where is the taxi stand?	mani ġ tlla l-maħta n t-taksiyat?	
Please take me to...	awiiyyi afak s...	
I want to go to this address.	riġ ad ddug s lادرىا yad.	
Please wait a minute for me.	qql sri yat dqiqā afak.	
How much, please?	mnška dari?	
Turn on the meter, please.	ssxdm l-kuntur, afak.	
Stop here, please.	bdd ġid afak.	
Small taxi (petit taxi, inside city)	aksi mzzyn	

Large taxi (grand taxi, b/w cities)	aksi mqqurn	
Is there a seat to ...	- t s...?	
Yes, there is.	iyyah, tlla.	
How many seats are reserved so far?	mnšk n l-blays dark?	
Four and you are the fifth.	rb a, kyyi wis xmsa. (m) rb a, kmmi tis xmsa. (f)	
I want to pay for 2 seats.	rig ad xlsğ snat l-blays.	
Taxi driver	- aksi	
Taxi driver	š-šifur n t-taksi	
Baggage	l-bagaj	
Trunk	l-kufr / l-kuf	

<b>City bus</b>	<b>- ubis</b>	
City bus depot / stop	l-maḥtta n t-tubisat	
Where does bus #... stop?	- ubis nmra...?	
Does bus #... stop here?	- ubis nmra.. gid?	
Does this bus go by ... ?	- ubis taman...?	
Which bus do I need to take if I want to go to ..?	- ubis rad amzğ ig rig ad ddug s...?	
Can you stop here?	is imkn a tbddt gid?	
Last stop / terminus	t-tirminus	
Driver	š-šifur	
Ticket taker	r-rusuvur	

<b>Bus (between cities)</b>	<b>l-kar</b>	
Bus station	l-maḥtta n l-kiran	
Which bus is going to...?	man l-kar itddun s...?	
When does the bus leave to ... ?	managu itffağ l-kar s...?	
When does the bus arrive to ...?	man l-uqt ilkm l-kar s...?	
I want a ticket to ...	rig yat tawriqt s..?	
How much is the ticket to ... ?	mnšk tawriqt s...?	
I want to keep my bag	rig ad flğ s-sakinu ġ	

with me.	tamanu.	
Tell me when we arrive to ...	iğ nlkm...tnit iyyit.	
Driver	š-šifur	
Driver's assistant	l-grisun	
How long will you stop here?	mnšk n l-uqt ra tbdtd ğgid?	
Is this seat empty?	- t ad?	

## PRACTICE

**Exercise 1:** put the verbs in parentheses in the future tense.

Moha:	ma (skr) askka?		
Chris:	(ddu) s yan uduwar taman wššif.		
Moha:	managu (nkr)?		
Chris:	(nkr) ġ 6:00, (fdr) (fg).		
Moha:	ma (skr) ġin?		
Chris:	(sawl) i middn f kra n - aht.		
Moha:	managu (wrrri)?		
Chris:	(ili) ġ tigmme qbl tiwtši inšallah.		
Moha:	ak i awn rbbi.		
Chris:	ak i awn rbbi.		

**Exercise 2:** read the dialogue and write down Amy's plan for the week (write down the times using numbers, not words). Then write your own schedule for the up coming week. What will you be doing each day? At what time?

**Dialogue:**

Omar:	managu ra tddut s l-fišta?		
Amy:	as n l-tnin ġ s-sb .		
Omar:	man l-uqt ra tmnaggart l-ustadnm?		
Amy:	as n - a ġ j-juj u ns.		
Omar:	managu ra tl bt t-tinis?		
Amy:	as n l-xmis ġ r-rb a llarub.		
Omar:	bib.		
Amy:	as n s-sbt ġ l-xmsa ql qsm.		
Omar:	man l-uqt ra yfg t-tran llig rat tsafirt?		
Amy:	as n l-Hdd ġ l- šra ql qsmayn.	.	

**Exercise 3:** read the following dialogue and answer the questions below.

<b>ma ra tskrt ?</b>			
Hind:	ma ra tskrt s-simana yad yuřkan?		
Dave:	riġ ad safrġ s mrrakř.		
Hind:	mamnk as ra tsafirt?		
Dave:	t-tran nġd s-satyam (CTM).		
Hind:	man l-uqt ra tfġt ġ r-rbat?		
Dave:	rad fg ġ t-tmnya u ns n s-sbaH.		
Hind:	mani ġ ra tgawrt ġ mrrakř?		
Dave:	ġ lutil.		
Hind:	ma ra tskrt ġin?		

Dave:	riġ ad huwwsġ: rad dduġ s jam - r l-bdi		
Hind:	waxxa ak islkm rbbi la xir.		
Dave:	amin.		

**Questions:**

1. ma ra yskr Dave	
2. is ra yddu s fas (Fes)?	
3. is ra ysafr ġ l-kar?	
4. mani ġ ra yggawr ġ mrrakš?	
5. mani ġ illa jam l-fna?	



# AT THE HOTEL

**Objective:** by the end of this chapter, you will be able to:

- Look for and use hotel accommodation.
- Use conditional sentences to express possible and impossible conditions.

### **HOTEL ACCOMODATION:**

Hotels are classified into categories from 0 (non-classified) to 5-star hotels. There is a reduction of 25% on the second day for Moroccans and foreign residents in Morocco, but only in classified hotels.

### **Vocabulary and Expressions.**

The hotel	il	
The reception desk	larisipsyun	
Room	l-bit	
Is there an inexpensive hotel around here?	gğid? n	
Where is a clean hotel?	mani ġ illa kra n lutil inqin?	
Please take me to a hotel (to a taxi driver).	il, afak.	
A room for one person (a single).	yat l-bit singl.	
A room for two people.	yat l-bit dubl	
Do you have a room available?	is darun kra n l-bit?	
Is there a shower with hot water?	is illa d-duš irġan?	
What's the price for the room?	mnšk t-taman?	
Can I see the room?	izd waxxa zriġ l-bit?	
Which floor?	aj?	
Bed	n-namusiya	
Is breakfast included?	is ikšm l-fdur ġ l-ħsab n l-bit?	
I'll stay for 2 nights.	rad gawrġ snat l-lilat.	



Wake me up at ... please.	snkriyyi ġ ..., afak.	
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## GRAMMATICAL POINTS

- THE CONDITIONAL.

There are two basic types of conditional sentences in TashlHeet depending on whether the "IF clause" represents a possible condition or a contrary-to-fact/impossible condition.

### 1- TYPE I CONDITIONAL: a possible condition in the present/future.

The word "ig" ( ) is equivalent to the English "if." It introduces a possible condition only. This type of conditional sentence is composed of the simple past plus the future, or sometimes the simple past plus the imperative. This is used in the same context as English to express a future probable condition.

#### Examples:

If the weather is nice tomorrow, I'll go to the beach.	ig ihla l-hal askka, rad dduḡ s laplaj.	
If I see him, I'll tell (it to) him.	ig t zriḡ, rad as t nniḡ.	
If you work hard, you'll succeed.	ig txdmt mzyan, ra tnjht.	
If you visit Marlene, say hi to her.	ig tkkit dar Marlene, sllm fllas.	
If you start early, you'll finish early.	ig tbdit zik, ra tsalat zik.	
If you want money, work hard.	ig trit iqaridn, xdm mzyan.	

### 2- TYPE II CONDITIONAL: an impossible condition in the past present.

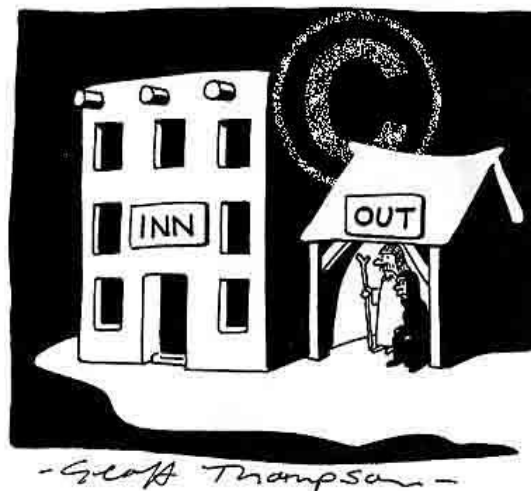
The word **mtadis*** ( ) is used in the second type of conditional. It also is equivalent to the English "if." This word introduces two different types of contrary-to-fact conditionals. The first kind refers to past circumstances which did not occur. For example, "if we had worked," which implies that we did **not** work. The second refers to present but unreal circumstances. For example, "if I were rich," which implies that I am **not** rich. General context is the decisive factor in determining whether present or past contrary-to-fact conditions are referred to.

#### Examples:

If I had a map, I would lend it to you.	- a ikun fkig ak tt.	
If he hadn't known the	mtadis ur isn aḡaras	

way, he would have been lost.	ikun ijla.	
If I had the money, I'd go with you	mra dari l-flus ikun ddiġ didun.	
If it were not for her, we wouldn't have lunch.	mlad urd nttat, mlad nqqim bla imkli.	
If it hadn't been for me, he would have drowned.	mladis ur gis lliġ, ikun iġrq.	

*Other words that introduce this type of conditional: **mra.. ikun/ mladis.. ikun/ mlad.. mlad**



## PRACTICE

**Exercise 1:** read the dialogue and answer the questions below.

### Dialogue:

Chad d Christine ġ lutil			
Chad d:	s-salamu alaykum.		
Christine			
il:	wa alaykum s-salam.		

Chad:	is tlla kra n l-bit?		
il:	yah, tlla tin yat n-namusya mqqurn, tlla tin snat n-namusyat.		
Chad:	nra tin yat n-namusya, agis yili l-hmmam.		
il:	mrhba.		
Chad:	mnšk i l-lila?		
il:	130 drhm.		
Christine:	is hman waman?		
il:	yah a lalla.		
Christine:	waxxa. fkağ l-bit.		
il:	mrrat l-wraq ad.		
Chad:	hak a sidi.		
il:	šukran, ha tasarut n l-bit, 160 ġ litaj amzwaru.		

**Questions:**

1. mani s idda Chad d christine?	
2. mnnaw n l-byut ad ran?	
3. mnšk a yga t-taman n l-bit?	
il ad?	
an a t skrn baš ad gawrn ġ lutil?	

**Exercise 2:** put the verbs in parentheses in the correct form.

1. iğ ({ntta} azzl), (lkm) ġ l-uqt.	
2. iğ ({kyyi} zr) aħmd (ini) as ad iyyi iskr t-tilifun.	
3. iğ ({kmmi} qlb) s fatima, (af) ġ l-mktaba.	
4. iğ ({ntni} sn) aġaras, (ddu).	

**Exercise 3:** substitute "iğ" with "mtadis/mlad/mra/mladis" and make the necessary changes.

1. iġ safrġ, rad gawrġ ġ lutil.	
- a, awiyyid sin tnabr.	
3. iġ ikmml l-xdmt ġ l-uqt, rad as n.	
- abun.	
5. iġ trit l-hlib, aškid zik.	

## AT THE POST OFFICE

**Objective:** by the end of this chapter, you will be able to:

- Buy stamps and send letters and parcels.

### GENERAL INFORMATION

Stamps are available at tobacco stores in addition to the post office. It is best to mail your letters at the mail slot outside the post office since pick-ups can be infrequent at other mail boxes. When sending packages out of the country, you are required to fill out a customs declaration form. Be sure to leave the package open because an official is required to see the contents before it is sealed.

### Vocabulary:

Post office	- a		Address	ladrisa	
Envelope	jjwa		Post card	al	
Letter	tabrat		Money order	- a	
Stamp	tanbr		Package	kulya	
Stamps	tnabr		Normal	adi	
Registered	tabrat		Express	ikspress	

letter	rikomandi				
Postman	l-faktur		Customs	d-diwana	
Post box	al		Tape	s-skotš	
Box (for a package)	unt - una		Glue	aqqa	

**Verbs:**

To send	/ azn		To close / seal	qqn	
To paste	q		To receive	amz	
To fill in (a form)	mmr				

**Dialogue:**

<b>g l-busta</b>			
Judy:	riḡ sin t-tnabr, afak.		
- af:	mani s ra taznt tibratin ad?		
Judy:	riḡ ad aznḡ yat rikumandi s mirikan d yat adi ḡir ḡid ḡ l-mḡrib.		
- af:	waxxa a lalla, darm 22.50 drhm.		
Paul :	nkki riḡ ad aznḡ yat l-kulya s mirikan.		
- af:	mliyyi ma gis, afak.		
Paul:	hak a sidi.		
- af:	- bu ad, afak.		
~~~~~			
- af:	is ra tt taznt adi nḡd		

	ikspris?		
Paul:	ġir adi afak.		
- af:	waxxa a sidi, dark 250 drhm.		
Paul d Judy:	šukran, bslama.		
- af:	ay awn rbbi.		

GRAMMATICAL POINTS

USING PREPOSITIONS WITH PRONOUN ENDINGS AND VERBS

Learning how to use prepositions correctly can sometimes be tricky. First, the prepositions don't always correspond directly to English prepositions. Thus, at different times in TashlHeet we will use different prepositions for what would be the same preposition in English. Second, prepositions sometimes change in meaning depending upon the verb they are used with. This is true in English, too.

- She spoke on the rights of homeless people. (on means "on the subject of").
- I put the book on the table. (on means "on top of").

With these challenges, it may take a while for you to be a master of TashlHeet prepositions. But with continued use and exposure, they will become natural for you, just as greetings are now natural for you. In this section, we will look at two aspects of prepositions: 1- how to connect prepositions with pronoun endings, and 2- which verbs use certain prepositions.

Some prepositions you have already learned (such as win) simply add the normal pronoun endings (ex. winu, wink, winm ...etc). The following prepositions, however, change slightly when pronoun endings are added:

With	d	
On / About	f	
In	ġ	
To	s	

1 -

The preposition "d'.

The preposition **d** () always translates into the English **"with"**. To add the pronoun endings:

With	d	
With me	did	
With you (m, s)	didk	
With you (f, s)	didm	
With him/her	dids	
With us	didn	
With you (m, p)	ddun	
With you (f, p)	didunt	
With them (m)	didsn	
With them (f)	didsnt	

Some verbs that go with this preposition:

Laugh with	a (d)		Meet with	mnaggar (d)	
Play with	l b (d)		Argue with	mmaḡ (d)	
Accompany with	mun (d)		Fight with		
			Shake hands with	sllm (d)	
Stay with	gawr (d)		Travel with	safr (d)	

Examples:

I met (with) Rkiya in the post office.	mnaggarḡ d rqiya ḡ - a	
I met with her .	mnaggarḡ dids .	
I accompanied Fatima and Halima to the hammam.	munḡ d fatima d hlima s l-hmmam.	
I accompanied (with) them to the hammam.	munḡ didsnt s l-hmmam.	
Do you want to stay with us for a while?	is trit ad didnḡ tgawrt imik?	
I didn't talk with them .	ur didsn sawlḡ.	

2-

The preposition "f".

The preposition **"f"** is used with many verbs and expressions, and as a result it translates into many English prepositions, including: **"on"**, **"about"**, **"to"**, **"at"**, and others.

On (and others)	f	
On me	flli	

On you (m, s)	fllak	
On you (f, s)	fllam	
On him / her	fllas	
On us	fllag	
On you (m, p)	fllaun	
On you (f, p)	fllawnt	
On them (m, p)	fllasn	
On them (f, p)	fllasnt	

Some verbs that go with this preposition:

Divide among	u f		Put on	srs f	
Talk about	sawl f		Pour on	ffi	
Lie about	skdub f		Cross out	ut f	
Defend	daf f		Agree on	ttafq f	

Examples:

I put a cup on the table.	srsġ l-kas f t-tbla.	
I put a cup on it.	srsġ fllas l-kas.	
I crossed out the phone number.	utġ f n-nmra n t-tilifun.	
I crossed it out.	utġ fllas.	
I divided cookies among them.	iġ fllasn l-kiks.	

3- The preposition "ġ".

The preposition "ġ" changes into "g" when it is used with a pronoun. In English, it may mean "in", "of", "at".

In (and others)	ġ	
In me	gigi	
In you (m, s)	gik	
In you (f, s)	gim	
In him / her	gis	
In us	giġ	
In you (m, p)	gitun	
In you (f, p)	gitunt	
In them (m, p)	gitsn	
In them (f, p)	gitsnt	

Some verbs that go with this preposition:

Take care of	thllu (ğ)		Cook in	snu (ğ)	
Watch in	tfrrj (ğ)		Trust	g t-tqa (ğ)	
Travel in	safr (ğ)		Look at	smaqql (ğ)	

Examples:

They looked at us.	smqqaln giğ .	
They swam in a swimming pool.	umn ğ lappisin.	
They swam in it.	umn gis .	
I watched the movies.	tfrrjğ ğ l-aflam.	
I watched them .	tfrrjğ gitsn .	
I wash my clothes in the river.	bbang ihduminu ğ wassif.	
I wash my clothes in it.	ar gis t bbang.	

4-**The preposition "s".**

The preposition "s" does not only have the meaning of "to" (direction), but it also has the other meanings: "with (using)", "into", "for" when used with pronouns.

To (and others)	s	
To me	sri	
To you (m, s)	srk	
To you (f, s)	srn	
To him / her	srs	
To us	srng	
To you (m, p)	srn	
To you (f, p)	srnt	
To them (m, p)	srsn	
To them (f, p)	srsnt	

Some verbs that go with this preposition:

Wait (for)	qql s		Wash (using)	ssird s	
Plough (using)	krz s		Warm (using)	ssrg s	
Translate (into)	trjm s		Close (using)	rgl s	

Examples:

She washed with Tide.	tssird ihdumns s t-tid.	
She washed with (using) it.	tssird srs ihdumns.	
They are waiting for her/him.	ar srs ttqln.	

I locked the door with a key.	rglġ tiġlut s tsarut.	
I lock the door with (using) it.	rglġ srs tiġlut.	



PRACTICE

Exercise 1: replace the underlined words using prepositions with pronoun endings.

1-ar bdda ittl ab <u>d imddukalns.</u>	_____ -
2- mung <u>d Khadija</u> s l-marši.	_____ -
3- kšmn <u>s tgmni</u> <u>sllmn f</u> irgazzn gawrn ar sawaln <u>f l-mašakilnsn.</u>	_____ - _____
4- i um <u>ġ l-bHr.</u>	_____ -
5- tsnua imkli <u>ġ l-gamila</u> mqqurn.	_____ -
6- ntni ura tsafarn <u>ġ l-kar.</u>	_____ -
7- ar tqql <u>s tmddakltns</u> ayllig trmi.	_____ -
8- trgl tigmmins <u>s tsarut.</u>	_____ -

Exercise 2: make as many sentences as you can using the following words. You may need to add some of your own words.

tdda				tra		sg		lman a	
tddit				trit				l-kulia	
ddant		s l-bo a	ašku	rant		azn		mirikan	
ndda				nra		amz			
idda				ira				ppu al	
ddig				rig				tnabr	

DESCRIBING THE PEACE CORPS MISSION

Objective: by the end of this chapter, you will be able to:

- Talk about the three goals of Peace Corps.
- Describe your job in Morocco.

PEACE CORPS.

<p>ma ygan hay'at s-salam?</p> <p>- -</p> <p>- awwi in s kra</p> <p>n tmizar:</p> <p>1. baš ad awn middn.</p> <p>2. baš imirikanin ad fhm mzyan middn n tmizar ad ddun sawln fllasn ġ mirikan.</p> <p>3. ula middn n timzarad ad ssan mad gan imirikanin.</p>	
---	--

Vocabulary and Expressions

Organization	l-mun ama	
--------------	-----------	--

Countries	timizar	
Peoples	middn	

The three goals of Peace Corps

1. To help people of interested countries and areas in meeting their needs for trained men and women ;
2. To help promote a better understanding of the American people on the part of the peoples served;
3. To help promote a better understanding of other peoples on the part of the American people.



ENVIRONMENT SECTOR

isminu Laura, ar txdamğ d l-brnamj n l-bi'a n hay'at s-salam. l-muhimmanu tga ad zrg mamnk as a t

- abi a. ar ttiniğ i middn d t-turis lli d ittaškan s l-park adur tluhn z-zbl ġ kra ygat mani, hafdn f l-bi'a. ar asn ttiniğ adur tbbin šjari baš ad hafdn tagant. ar didasn tqllabğ s kra n t-turuq yadnin baš ad snwan bla ad st maln bzzaf n ikššudn. ar skarğ kra n l-mašari d l-jm iyat f mamnk nthaftad f l-bi'a.

Vocabulary and Expressions:

Environment	l-bi'a		Forest	tagant	
Program	l-brnamj		Ways	- uruq	
To deal (with)	t aml (d)		Firewood	ikššudn	
Nature	- abi a		To cut	bbi	

Trash	z-zbl		To use	st ml	
To protect	hafd f		Trees	šjari	



HEALTH SECTOR

Dialogue:

Khadija:	s-salamu alaykum.		
Kim:	wa alaykum s-salam.		
Khadija:	zrigkm idgam ġ s-sbitar, is tgħit tafrmlit?		
Kim:	uħu, nkki ur ġiġ tafrmlit ur ġiġ tadbibt.		
Khadija:	ma ygan l-xdmtnm?		
Kim:	ar sawalġ i middn f s-saħ - aħt n tarwansn.		
Khadija:	is asn takkat d-dwa?		
Kim:	ura akkaġ d-dwa ula ar kkatġ tisgnit. ar ttiniġ i middn ma tn ixssan ad skrn baš ad ur tmridn ntni wala tarwansn. ar asn sawalġ bzzaf f d-dwa n wanu d win uħlig, d bit l-ma.		
Khadija:	mzyan, ima tamddakltnm ma tskar?		
Kim:	ar ttini i tmġarin ad ašknit s s-sbitar iġ ar ttarunt baš a tnt izr udbib. ar asnt ttini ad awint tarwansnt ad jlb. ar asnt tsawal f ma rad skrnt baš a bdda ur ttarunt.		
Khadija:	mzyan, trabk l-lah fllawnt.		
Kim:	l-lah ibark fik.		

Vocabulary and Expressions:

Health	- aħt		The (water) well	anu	
Health clinic	- ar		To immunize	jlb	
Nurse	afrmli tafrmlit		To give birth	aru	

m, f)					
Doctor (m, f)	bib bibt		Pregnant	ar ttaru	
To be sick			The shot	tisgint	
Medicines	d-dwa		Well	anu	



SMALL BUSINESS DEVELOPMENT

Dialogue:

Scott:	s-salamu alaykum.		
I-m IIm:	wa alaykum s-salam.		
Scott:	samhiyyi ad ak qddmġ ixfinu.		
I-m IIm:	I a sidi.		
Scott:	isminu Scott nkki ġiġ mutatawwi d hay'at s-salam uškiġd baš ad awnġ l-muqawalat timzyanin.		
I-m IIm:	mamnk s ra tnt t awnt?		
Scott:	ġ bzzaf n tgawsiwin, zund l-hisabat d l-išhar d mamnk as rad tsuwwaqn s-sli vizit i l-muqawla nfkas yat smiyt nskr l-išhar i s-sli tns ġ l-intirnit.		
I-m IIm:	ifulki ġayad, walaynni ma ra tstafd l-muqawala yad?		
Scott:	ra tstafd ašku ra tznz s-sli t ns ġ l-mġrib ula l-xarij.		
I-m IIm:	mzyan, ak i awn rbbi.		
Scott:	nkki ula kiyyi.		

Vocabulary and Expressions:

Enterprise/firm	I-muqawala		Products	I-mntuj	
Accountancy	I-Hisabat		Merchandise	s-sli t	
Advertisement	I-išhar		Abroad	I-xarij	
To advertise	skr I-išhar				

RENTING A HOUSE

Objective: by the end of this chapter, you will be able to:

- Speak about renting a house.

Vocabulary:

FINDING A HOUSE



Building/block of flats	imara				
Apartment	ma				
House	tigmmi				
Stairs	iskufal / d-druj				
Elevator	sansur				
Balcony	balkun				
Rental agent (in cities)	ar		Shower	d-duš	
Living room	rit		Kitchen	l-kuzina	
Bedroom	bit n-n as		Neighbor	adjar	
Bathroom	-		Neighbors	adjarn	
Courtyard	asarag		Roof	azur	
Guestroom	riy/ l-bit n - yaf		Bath	l-hmmam	

Expressions:

I'm looking for a house to rent.	ar siggilg s yat tigmmi n l-kra.	
Can you show it to me?	mliyyit afak.	
Where is it located?	manig tlla?	
Give me directions to it.	n tiyyi manig tlla.	
Can I see it?	rig as tt zrg afak.	
How many rooms does it have?	mnšk n l-byut gis?	
Is the roof for common use?	is itawšrak azur?	

Dialogue:

Brian:	s-salamu alaykum		
I-haj:	wa alaykum s-salam		
Brian:	is tlla kra n tgmmi n l-kra?		
I-haj:	is trit kra n tgmmi imzzyn ngd a tmqur?		
Brian:	rit d bit n-n as d d-duš d l-kuzina, ar sis tkššm tafukt.		
I-haj:	tlla yat, walaynni t-tamanns 25.000 ryal.		
Brian:	uhu, bzzaf flli, ašku giğ gir uñdiyyi. ur z arg ad xl ġ t-taman ad.		
I-haj:	mnšk a trit a txlst?		
Brian:	15.000 ryal.		
I-haj:	iwa, s-sa t ad ur tlli kra n tgmmi s t-taman ad. wrrid dari t nin, iğ ufiğ kra rak lmg.		
Brian:	waxxa a sidi, l-lah ynm l-waldin.		
I-haj:	waldina u waldik.		

Vocabulary:**FURNISHING A HOUSE****House furniture:**

Table	- bla		Radio/tape recorder	I-musjjala	
Chair	I-kursi		Television	t-tlfaza	
Bed	n-namusiya		Electric outlet	I-priz	
Pillow	I-mxdda/I-usada		Light bulb	I-bola	
Floor mat	agrtil		Electric cord	- - u	

Rug	tazrbit		Candle	tašm t	
Carpet	-		Iron	- luh	
Blanket	- a/l-kašša		Key/switch	tasarut	
Curtain	l-xamiya		Broom	tašttabt	
Sheet	lizar		Squeegee	l-krrata	
Moroccan sofa	l-punj		Water heater	š-šufu	
Couch	s-sdari		Heater	š-šufaj	

Kitchenware:

Refrigerator	tllaja		Spoon	l-m ilqa/ tagnjawt	
Oven	afrran		Knife	l-mus	
Blender	muliniks		Fork	l-fršita	
Saucepan	l-gamila		Glass	l-kas	
Cooking pot	- awa		Teapot	l-brrad	
Plate	- bsil		Coffe pot	lbriq	
Brazier	l-mjmr / takat		Tray	iniya	
Grill	š-šuwaya		Bowl	tajbbanit	
Strainer	- ffaya		Kettle	l-mqraj	
Pressure cooker	l-kukut		Pitcher	agrraf	
Sifter	tallunt		Couscous pot	tasksut	
Frying pan	l-mqla		Ladle	agnja	
			Faucet	r-rubini	



PRACTICE

Exercise 1: put the household items in the correct "room".

<p>agaz kursi namusiya bla abun m lqa mus l-gamila ktab aman</p>		l-kuzina	l-gamila
		bit n-n as	

- u bsil l-mxdda robini			bit l-ma	
----------------------------------	--	--	----------	--

Exercise 2: describe in TashlHeet the house you want to rent.



SAFETY AND SECURITY

Objective: by the end of this chapter, you will be able to:

- List some safety and security problems you may face during your service.
- Describe some strategies for dealing with these issues.
- Use TashlHeet to implement these strategies.

1-

HARASSMENT

SEXUAL

Vocabulary:

Gazelle*	l-ğzala		To follow someone	tab	
The beautiful*	z-zwina		To get in someone's way	naqqr	
The beauty*	z-zin		To harass	ngg	
A strawberry	t-tuta				

(girl)*

*These words are used by men to harass women.

Expressions:

Sexual harassment	taħrruṣ jinsi	
He followed me	itab iyyi.	
What do you want?	ma trit?	
Go away.	zayd s ṣḡalnk.	
Get away (far) from me.	fkiyyi s t-tisa .	
Let go of me.	rzmiyyi	
Don't touch me.	awr iyyi tslit.	
Don't follow me again.	awr sur iyyi tab t.	
Go or you will regret it.	zayd ngd ra tndmt.	
I will tell the police.	ra tinig i l-bulis.	
I will call the gendarme.	ra tinig i jadarmya.	
Respect yourself.	ħtarm ixfnk.	
He doesn't want to get away (far) from me.	ur iri ad iyyi ifk s t-tisa .	
I told you: get away (far) from me.	nnig ak fkiyyi s t-tisa .	

Text-TashlHeet

Text-Transcription**Jen tfǧd ġ dar š-šbab**

- umubil ibid ġ taman l-bab n dar š-šbab. mllig tra Jen a tzri innyas urgazan: "ġli a z-zin akm slkmġ", tnnayas Jen: "zayd s šġlnk, is trit kra n yan a ytab ultmak?" tdda Jen itab

- umubil, tbbi dġin aġaras s lġiht yadnin, tuddr iyugayyuns, tkmm l aġarasns. wis sin wssan, i

- umubil: "iġ sul iyyi tab t rad diklariġ dar l-bulis." i awd itab

- umubil, ġrn i Jen. idalb urgazan i Jen ad as tsamH, iltazm baš a sul as ur it nin.

Questions :

1. mani tkka Jen?	
2. mani - umubil?	
- umubil i Jen?	
- umubil?	
5. ma tskr Jen llig tt itab bu nin?	
- umubil llig t umzn l-bulis?	

Text-English translation**Jen coming out of the youth center**

When Jen was coming out of the youth center, there was a man in his car by the side of the road. As she passed by him, he told her: "Get in gazelle, I will take you home." Jen said: "Go away. Is it okay with you if someone harasses your sister?" Jen kept walking and the man was following her with his car. She crossed the road, ignoring him, and continued on her way. The next day, the same thing happened with that man. The following day Jen told the man: "If you follow me again I will tell the police." In fact, he did follow her again and so she went to the police station. She told them what happened and gave them the license plate number. The police arrested the man and called Jen. The man apologized to Jen and promised not to get in her way again.

2-

AT THE TAXI**STAND.****Vocabulary:**

Seat	- t		Windshield	j-jaj	
Tire	- a		Cracked	istg	
Smooth	twamsah		To be afraid	k	
			To happen	aq /jru	

Expressions:

Drive slowly please.	ug gir s lhil, afak.	
----------------------	----------------------	--

Dialogue:

g l-mahtta n t-taksiyat			
I-kurti:	-		
	- a.		
Stephen:	nkki rig tata.		
I-kurti:	gli.		
Stephen:	bllati, ad zrg t-taksi b da. ur rig a dduq g t-taksi yad.		
I-kurti:	max?		
Stephen:	- kullu twamsahnt, d j-jaj lgddam istg.		
I-kurti:	gir gli, ur tksut, ur ra yuqq walu.		
Stephen:	- nin, afak.		
I-kurti:	ak a tqqlt imik.		
Stephen:	I-uqt maši muškil. rad qqlg.		

Questions :

1. manig illa Stephen?	
2. mani yra?	
3. max llig ur iddi g t-taksi lli yzra?	

alb i l-kurti?	
----------------	--

English translation**At the taxi stand:**

I-kurti:	A seat to Tata, a seat to Tata.
Stephen:	I am going to Tata.
I-kurti:	Get in.
Stephen:	Wait. Let me see the taxi first... I don't want to go in this taxi.
I-kurti:	Why?
Stephen:	The tires are smooth and the windshield is cracked.
I-kurti:	Come on, don't worry. Nothing is going to happen.
Stephen:	Find me a good taxi, please.
I-kurti:	You will have to wait a little bit.
Stephen:	Time is not a problem. I'll wait.

3-**AT WORK.****Vocabulary:**

To bring in	škšm		To lock to (something)	qqn d	
To take out	ssufg		A lock	l-qfl	
To steal	akr		To be stolen	ityakar	

Dialogue:

g l-xdmt		
Iomolog:	s-salamu alaykum. zik gassad.	
Oliver:	wa alaykum s-salam. šwiya.	

lomolog:	ma yad tskrt? max llig d tskšmt l-biškliṭ s l-biru?		
Oliver:	ira a ytyakar iḡ tin flḡ ḡ brra.		
lomolog:	- t n l-biškliṭat.		
Oliver:	yah, walakin ma rad skrg?		
lomolog:	gas l-qfl i l-biškliṭ, tqqt d l-bab n brra.		
Oliver:	l-fikra ifulkin aynna, ur gis fkkrg.		
lomolog:	is dark illa l-qfl?		
Oliver:	yah illa dari, rad fg ḡilad a tin qqng d l-bab n brra.		
lomolog:	qqn a taft ma trzmt.		
Oliver:	l-lah yrm l-waldin.		
lomolog:	waldina u waldik.		

Questions:

1. max llig iskšm Oliver l-biškliṭ s l-biru?	
2. ma ynna lomolog i Oliver?	
3. ma yskr Oliver?	

English translation**At work.**

Counterpart:	Peace be upon you. You came in early today.
Oliver:	Peace be upon you too. A little bit.
Counterpart:	What's this? Why did you bring your bike into the office?
Oliver:	Oh. It will be stolen if I leave it outside.
Counterpart:	But this is not the place for bikes.
Oliver:	Yes, but what should I do?
Counterpart:	Use a lock with the bike, and lock it to the gate.
Oliver:	Good idea. I didn't think about that.
Counterpart:	Do you have a lock?

Oliver:	Yes, I have one. I'll take it outside now and lock it to the gate.
Counterpart:	Lock now what you will find later.
Oliver:	God bless your parents.
Counterpart:	Our parents and your parents.

4-

FORGETTING A**WALLET IN A TAXI/ FILLING A REPORT.****Vocabulary.**

Police	I-bulis		To lose	jlu	
Police station	I-kumisariya		To forget	ttu	
Wallet	I-bz am		To save someone	tq	

Expressions:

Help me.	awniyyi	
I lost my passport.	jlig I-ppaspirinu.	
I forgot my wallet in ...	ttug I-bztaminu g...	
Where's the police station?	manig tlla I-kumisariya?	
Help me! (use only in extreme danger)	tqu r-ruh!	

Dialogue:

Brian:	s-salamu alaykum.		
abulisi:	wa alaykum s-salam.		
Brian:	samhiyyi, ttuġ l-bztaminu ġ yat t-taksi.		
abulisi:	waxxa, ma ysmnk?		
Brian:	isminu brayan.		
abulisi:	ma yllan ġ l-bztam?		
Brian:	- viza d 500 drhm.		
abulisi:	is t - - aksi?		
Brian:	52.		
abulisi:	- - l mn b d.		
Brian:	šukran.		
abulisi:	Ila šukran ala wajib.		

Questions:

1. manis idda brayan?	
- am?	

English translation

Brian:	Peace be upon you.
Police:	Peace be upon you too.
Brian:	Excuse me, I forgot my wallet in a taxi.
Police:	Okay, what's your name?
Brian:	My name is Brian ...
Police:	What was in the wallet?
Brian:	My passport, a Visa card, and 500 dirhams.
Police:	Do you remember the taxi's number?
Brian:	52.
Police:	Okay, leave me your phone number, we'll call you later.
Brian:	Thanks.

Police:	It's my duty.
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5-BUTAGAZ

Vocabulary:

Butane gas tank	- a		Metal regulator between gas tank and hose	l-magana	
Gas	l-gaz		To test	jrrb	
CO detector	d-ditiktur		To close tank	qqn	
Battery	l-hjra		To open (tank)	rzm	
Gasket (rubber ring)	- - a		To turn on To make work	ssxdm	
Torn	ibbi / tbbi		To change	bddl	
Hose	t-tiyu		To tighten	ziyyr	
Odor/smell	u		To smell	u	
Ring	l-xatm				

Expressions:

There is a gas smell.	- a.	
Turn on the detector.	ssxdm d-ditiktur	
Test the butagas tank with water and soap.	- - abun.	
Change the rubber ring	- - a ig tbbi.	

if it's torn.		
---------------	--	--

Dialogue:

Hind dar Jessica			
Hind:	ahlan manik tgit?		
Jessica:	labas, l-hamdullah, mghba bikm.		
Hind:	a srm iḡhnb l-xir, kdiḡ adu n l-buta.		
Jessica:	iḡ walu, dari d-dittiktur n l-gaz, walaynni ur gis l-ḡjrat.		
Hind:	akm a t sxdmt, ḡayad ur gis l-mzan, bllati a nẓr j-jlda n l-buta b da.		
Jessica:	waxxa.		
Hind:	- - abun.		
Jessica:	waxxa, llay ḡm l-waldin.		
Hind:	waldina u waldik.		

Questions:

1. max lliḡ ur tsxdm Jessica d-dittiktur n l-gaz?	
2. ma yḡan l-muškil ḡ l-buta n Jessica?	
an Hind d Jessica a tskrnt?	

English translation:

Hind:	Hello, how are you?
-------	---------------------

Jessica:	Fine, thanks be to God. Welcome.
Hind:	Thanks. I smell gas.
Jessica:	I don't smell it. I have a gas detector but it run out of batteries.
Hind:	You should always have it on. This is no game. Let's look at the rubber gasket ring first.
Jessica:	Okey.
Hind:	You see, the rubber ring is torn. This is dangerous. We have to change it, then test it with water and soap.
Jessica:	Okey, may God bless your parents.
Hind:	Our parents and yours.

6-HASH.

Vocabulary:

Hashish	l-hšiš		To use	st ml	
Quality	Kalitti ng a		-Sticking to	q	
To smoke	kmi		-Bothering someone	brzt	

Dialogue:

Aziz:	aškid, is ar tqllabt s l-hšiš?		
Andy:	uhu, zayd s šgalnk, nkki ura st malğ l-hšiš.		
Aziz:	aškid, dari yat l-kalitti ur a tduwwar.		
Andy:	nnig ak fkiyyi s t-tisa . nkki ur a kmmig.		

Aziz:	ra didk skrg yan t-taman iħlan.		
Andy:	šuf a ssi, iġ iyyi sul tħsqat ra tiniġ i l-bulis, nkki ur a kmmiġ.		
Aziz:	- aħi ak i awn rbbi.		

Question:

1. mad imnaqqar Andy?	
2. ma ġis ira Aziz?	
3. is isġa Andy l-ħšiš?	
4. max lliġ iksud Aziz?	

English translation

Aziz:	Come here, are you looking for hash?
Andy:	No. go away. I don't use it.
Aziz:	Come on. It's good stuff.
Andy:	I said go away. I don't smoke.
Aziz:	Look, I'll give you a good price.
Andy:	You look; if you keep bothering me I'll call the police.
Aziz:	Police! Okey, may God help you.

7-THEFT.**Vocabulary:**

Thief (f)	tamxxart		Thief (m)	amxxar	
Danger	- ar		To touch	sli	
Medical certificate/ report	šahada tibbiya / srtafika		To forgive	samħiyyi	
Make a statement/	diklari		He attacked	it dda flli	

fill a report			me		
Summons	l-istid a'		He snatched my ...	fiyyi	
Witness	š-šahd		He slapped me	imrrqiyyi	
Testimony	š-šahada		He hit me	yutiyyi	
Police	l-bulis		He spit on me	issufs gigi	
Police inspector	l-inspiktur		He grabbed me from	yumziyyi ġ.	
Police car	-		He cursed me	isbaiyyi	
Report	r-rappur		He stole my ...	yukriyyi	
Law	l-qanun		He insulted me	i ayriyyi	
Human rights	huquq l-'insan		To call (the police)	ġr i (l-bulis)	
Lawyer	l-muhami		Court	l-mhkama	

Expressions:

Where's the closest police gendarme station, please?	manig tlla kra n l-kumisariya / l-brigad n j-jundarm iqrbn, afak?	
I want to make a statement about a sexual harassment (incident).	rig ad blgġ f yan urgaz ar fli itbssal.	
What police station should I go to?	man l-kumisariya s rad ddug?	
Take me to the closest police station, please.	awiiyi s kra n l-kumisariya iqrbn, afak.	
Pay attention.	kun la bal.	
Come with me to the	yallah a nddu s dar l-bulis	

police.		
---------	--	--

Dialogue:

John:	s-salamu alaykum.		
abulisi:	wa alaykum - an?		
John:	- ak.		
abulisi:	waxxa, fkiyyi l-ppaspurnk.		
John:	dari ġir lakar d sijur, hak.		
abulisi:	maši muškil, man l-uqt ak idda s-sak?		
John:	ġ 3:00 n tdggat.		
abulisi:	- ak?		
John:	iġzzif, ilsa dġin d yan tišurt azggag.		
abulisi:	ma gis illan ġ s-sak?		
John:	- - a d yan l-ktab d yat l-musjjala (walkman) d 200 drhm.		
abulisi:	waxxa, a sidi. ra nskr yan l-bnt mn b l.		
John:	afi, ġir ad dduġ?		
abulisi:	uhu, šuwr ar tawit yat n-nsx n r-rappur.		
John:	waxxa šukran.		
abulisi:	l mn b d. kun nin.		

English translation

John:	Peace be upon you.
Police officer:	Peace be upon you, too. Can I help you?

John:	My bag was stolen.
Police officer:	Okey, your passport please.
John:	I have only my "carte de sejour". Here you are.
Police officer:	That's okey. When was it stolen?
John:	At 3:00 in the afternoon.
Police officer:	Can you describe the thief?
John:	He was tall and was wearing jeans and a red T-shirt.
Police officer:	What did you have in the bag?
John:	A cell phone, a towel, a book, a walkman, and 200 dirhams.
Police officer:	Okey, sir, we'll do our investigation and we'll get in touch with you later.
John:	That's it? Can I leave?
Police officer:	Wait a minute, you've got to take a photocopy of the report.
John:	Okey, thanks.
Police officer:	Here you are. We'll get in touch with you. Be careful in the future.

8-HOUSE SECURITY/ DOORS AND WINDOWS.

Vocabulary:

Lock	l-qfl		Sliding metal bolt for locking doors	z-zkrum	
Welder	s-sudur		Iron bars	l-barrat n l-Hdid	
Latch/bolt	s-saqta		Hardware store	d-drogri	

Dialogue:

Jamal:	s-salamu alaykum.		
Carlos:	wa alaykum s-salam. mħba bik.		
Jamal:	ma tskart ġ tgmmi?		
Carlos:	walu, ġir ggiwrg.		
Jamal:	yallah a nfg.		
Carlos:	waxxa.		
Jamal:	- H - a baš a tqqnt ġ ugn.		
Carlos:	mani ġ ra tn sgġ?		
Jamal:	ġ d-drugri. ula s-srjm ad xssant l-barrat n l-ħdid baš a thnnat. yallah a nddu s dar - awb š-šrjm ad b ak ġir a tamzt l- barns.		
Carlos:	waxxa, llay rħm l-waldin.		

Questions:

1. ma yskar Carlos?	
2. ma ygan l-muškil ns?	
an a t iskr?	
4. manig ira ad isg l-qfl d s-saqta?	
5. manig ira a ysawb l-barrat?	

English translation

Jamal:	Peace be upon you.
Carlos:	Peace be upon you, too. Welcome.
Jamal:	What are you doing at home?
Carlos:	Nothing, jist sitting around.
Jamal:	Let's go out.
Carlos:	Okey.

Jamal:	What is this? This lock is not strong. You need a strong one. You also need a sliding metal bolt in order to lock the door from the inside.
Carlos:	Good idea. Where can I get these from?
Jamal:	From the hardware store. Also this window needs iron bars for you to feel safe. Let's go to the welder's to fix this window now. You need to measure it.
Carlos:	Okey, may God bless your parents.

9-POLITICAL HARASSMENT.

Vocabulary:

To end	sbd / hbs		Population	š-š b	
War	l-hrb		People		
Citizen	in		Against	udd	
Normal	adi		To kill	ng	
Freedom	l-huriya		Subject	u	
Democracy	- iya				

Dialogue:

iggiwr Ben ġ l-qhwa ar yaqra "Newsweek", ilin middn ar tfrrajn ġ "Al Jazeera." yan urgaz innayas i Ben:			
in:	sawl d Bush a yħbs l-hrb ad.		
Ben:	nkki ġiġ ġir muwatin adi ġ mirikan, uškig d s l-m rib baš ad awnġ middn, ġayad		

	ad sng.		
in:	walaynni ar ttinim darun l-hurriya d d-dimuqratiya.		
Ben:	ha, walaynni nkki gir yan g š-š b ad gig.		
in:	kulukun zund zund, ar ttirim l-hrb g mirikan. ktr mn 50 n middn ttafqn d l-hrb. ula kiyyi tgit gisn.		
Ben:	uhu, nkki gig g 50% lli ur irin l-hrb.		
in:	mamnk s ra nssn?		
Ben:	mamnk s rak qn g?		
in:	ur sng, walaynni mirikan ur sul tnqqa ibadllah.		
Ben:	ttafqg didk.		
tqamad yat rbi - u ad ar smuqquln g Ben. inkr Ben ixlls l-qhwa iddu bhalt.			

Questions:

1. manig illa Ben?	
2. ma yskar?	
3. mad skarn middn?	
4. ma yskar Ben g l-mgrib?	
idd l-hrb?	
6. ma yskr Ben llig ar sawaln middn f l-hrb?	

English translation

Ben was sitting in the café reading "Newsweek". Some people there were watching "Aj-jazira". One of the men at the café said to ben:

Moroccan: citizen	Talk to Bush about stopping this war.
Ben:	I'm just a normal citizen from America. My job is to help people in Morocco. That's all I know.
Moroccan:	But in America you say you have freedom and democracy.

citizen	
Ben:	That's true, but I'm just a normal American.
Moroccan: citizen	You are all the same. You all like war. In America more than 50% of the people are for the war.
Ben:	No, I am with the other Americans against the war.
Moroccan: citizen	How are we going to know?
Ben:	How can convince you?
Moroccan: citizen	I don't know but America must stop killing people.
Ben:	I agree.

A group of people in the café kept talking about the subject of the war. They were looking at Ben. Ben paid for his coffee and left.



BERBER WISDOM

iy yghren t-in llin ar itfrag ugrab.

Too many masons spoil the wall.

English equivalent: Too many cooks spoil the broth.

APPENDICES

PRONUNCIATION OF TASHLHEET

Despite what you may think at first, it is indeed possible for you to learn how to pronounce the sounds of tashlheet. Learning to pronounce tashlHeet sounds correctly entails two things: first, becoming aware of how to make the different sounds and, second, practicing with a native speaker. This chapter will help you with the first task.

•

UNDERSTANDING

HOW SOUNDS ARE MADE.

Before we move directly into how to pronounce tashlHeet sounds, let's first understand how sounds are made in general. Then we can use this knowledge in order to work on Arabic sounds.

❖ **Fricatives and stops**

Make the /s/ sound. Notice how air is being forced through the space between your tongue and the gum ridge in your mouth. When a sound is produced like this, by forcing air between some small opening, that sound is called a **fricative**. Make the /f/ sound. This sound is also a fricative, because in order to make it we must force air between our teeth and our bottom lip. Some sounds in English that are fricatives are: /s/, /z/, /sh/, /th/, /f/, /v/, and others.

Now make the /t/ sound. Here, we are not forcing air through a small opening at a constant pressure, but rather we completely block the air flow for a moment, and then release the air stream in one big burst. A sound that is produced by blocking the air flow, and then releasing it, is called a **stop**. Make the /k/ sound. This is another "stop" because again, you will notice how we build up a lot of pressure with air, and then release it. Some stops in English are: /t/, /k/, /g/, /b/, /p/, and others.

❖ **Voiced and voiceless sounds**

We can also categorize consonant sounds according to whether we use our voice box or not. Make the /s/ sound. While making the sound, hold your hand over your throat. Now make the /z/ sound, still holding your hand to your throat. You'll notice that with /s/, we don't use our voice box, but with /z/, our voice box vibrates. Sounds like /s/ are called **voiceless**, since we don't use our voice box. Sounds like /z/ are called **voiced**, since our voice box vibrates. Make the sound /t/. Is it voiceless or voiced? Now make the sound /d/. Voiceless or voiced?*

Let's look now at some of the difficult tašlhit sounds, using what we know about sounds in general.

• **PRONUNCIATION OF NON-ENGLISH CONSONANTS**❖ **The sound "q" ().**

The "q" sound is similar to the "k" sound. Both are voiceless "stops" that are made by releasing air forcefully after completely blocking the air flow momentarily. The only difference is where in the throat the speaker blocks the air flow. The "q" sound will be made further back in the throat than the k sound. Try the following exercise.

First, take a minute to become more familiar with your throat muscles. Open your mouth and say *aah*, as if you were at the doctor's office. Your tongue should be flat in your mouth. Without raising your tongue, pull it back so that the base of your tongue closes off air by pulling back against the throat. At this point, you should not be able to breathe through your mouth, although it is wide open. Practice doing this first without making a sound. After performing this exercise several times, make a sound by releasing the air forcefully. The result will be the sound "q".

❖ **The sound "x" ().**

The sound "x" is a voiceless fricative formed around the same place as the sound "q". It is found in many European languages: the Russian "x", the Scottish pronunciation of *loch*, and the German *ch* as pronounced after a back vowel as in *Bach*. Some people use this sound to say *yech!* To pronounce "x", make the sound "q" and pay attention to where the back of your tongue hits the back of the roof of your mouth and blocks your windpipe. Instead of closing off the windpipe with the back of your tongue completely, block it part way, and you will produce this sound.

❖ **The sound "ğ" ().**

* The /t/ sound is voiceless and the /d/ sound is voiced. Both are "stops."

The sound "ğ" is the same sound as the sound "x", except it is "voiced." In other words, if you can make the sound "x", all you need to do is vibrate your voice box at the same time, and you will produce "ğ". Think of the correspondence between the sounds "k" (kite) and "ğ" (game): "k" is voiceless and "ğ" is voiced. Pronounce "k" and "ğ" several times, paying attention to how your voice changes when you say "ğ". Now say "x" several times, and then "voice" it. The result is "ğ".

Alternatively, you may think of "ğ" as similar to the sound you make when gargling. Gargle for a minute and pay attention to the muscles you use. The sound "ğ" is pronounced using these same muscles in similar fashion.

❖ **The emphatic sounds "s" (), "d" (), and "t" ().**

The sound " " is the emphatic counterpart of the sound "s". Pronounce the sound "s" aloud, and note the position of your tongue. It should be toward the front of the mouth and high, close to the roof. Now, starting at the back of your teeth, move your tongue back along the roof of your mouth. You will find a bony ridge just behind the teeth, before the upward curve of the roof. Put your tongue against this ridge. The rest of your tongue will drop lower inside your mouth. The emphatic or velarized consonants in tašlhit are pronounced by placing the tip of your tongue in this spot and dropping the rest of the tongue as low as you can. Thus, the sounds " ", " ", and " " are all made with the tongue in this position.

All the emphatic sounds are lower in pitch than their non-emphatic counterparts. They are pronounced with greater muscular tension in the mouth and throat and with a raising of the back and root of the tongue toward the roof of the mouth. You can notice this contraction of the throat easily by prolonging the 'l' in "full."

❖ **The sound "H" ().**

The sound "H" is a voiceless fricative pronounced deep in the throat. It has no equivalent in English. In order to practice this sound, first take a few minutes to become better acquainted with some of your throat muscles that you use often, but not to speak English. The following exercises are designed to make you aware of what these muscles can already do, so that you can use them to speak Arabic. Practice them for a few minutes every day, as often as you can.

1. With your mouth closed, block off your windpipe at your throat. Put your hand on your throat at the Adam's apple and constrict the muscles on the inside. You should be able to feel the muscles contracting. Alternately tighten and relax them for a few minutes.
2. Repeat this with your mouth open. Try to breathe out through your mouth—if you can, you are not closing off the windpipe entirely.

Pronouncing "H" takes practice, first to pronounce the letter alone, and then to pronounce it surrounded by other letters in a word. You must learn to pronounce it properly to be understood, and at first, this will take some concentration on your part. However, the more you practice now, the sooner you will be able to say it easily.

We now come to one of the most distinctive sounds in tashlHeet: **ḥ**. When pronounced correctly, **ḥ** has its own unique beauty and can be a very expressive sound. It is not as difficult to pronounce as one may first think, but you need to exercise your throat muscles, the same ones that you use to pronounce **h**. You should continually be doing the exercises you learned above for **"h"**, in which you constricted your throat muscles as if you were blocking off the air passage from the inside. You can feel this by putting your hand on your throat. Say **"h"**, and feel the muscles contract. Now pronounce the same sound and "voice" it. That is, say the say sound while vibrating your voice box, changing the breathy sound of **"h"** into the deep, throaty sound of **"ḥ"**. The sounds **"h"** and **"ḥ"** are only different because **"h"** is voiceless and **"ḥ"** is voiced.

❖ The TashHeet "r" ().

- PRONUNCIATION OF SHEDDA

In tashlHeet, a "shedda" is a pronounced stress upon a letter in a word. In transcription, this stress is indicated by a doubling of a consonant ([see page 4](#)). When there is shedda, it indicates that the consonant is to be held twice as long as a normal consonant. That is, it should be pronounced for twice the length of time. This is easy with fluid sounds like "z" or "r". With sounds like "b" or "d", however, you must begin to say them and pause in the middle of pronouncing them for a second. This may take some practice at first.

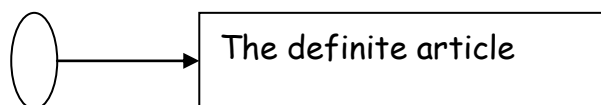
In English, this doubling of a consonant sound never occurs in the middle of words, but is very common from the end of one word to the beginning of another. Compare the difference between the single "d" in "lay down" and the double "dd" in "laid down." Noticing the difference between the single "d" and double "dd" in this example will give you some idea of how a shedda affects pronunciation.

It cannot be stressed enough that **shedda affects not only the pronunciation of a word, but also its meaning, especially for verbs.** Recognizing when shedda is used and learning to pronounce it correctly yourself is an important task in your study of tashlHeet.

• THE DEFINITE ARTICLE.

In English, the "definite article" is the word "**the**". It is different from the "indefinite articles," which are "a" and "an." In English, the definite article speaks about something specific: "I washed **the** dog today" (you know which dog I'm speaking about). The indefinite articles talk about something non-specific: "I saw **a** dog today" (you don't know the dog I'm speaking about).

In Arabic, the definite article is not always used exactly as in English. When written in Arabic script, it is composed of two letters, "al" (), attached to the beginning of a noun or an adjective. Here is the Arabic script for "the book":



These two letters are always written in Arabic script for a definite article, but they are not always pronounced. In TashlHeet, the first letter, "a" (), is never pronounced. Two possibilities exist, therefore, for pronouncing the definite article. Sometimes, the second letter, "l" (), is pronounced. Other times, instead of pronouncing the "l" (), the first letter of the word is doubled with a "shedda." Whether the definite article is pronounced with "l" or by doubling the first letter with shedda is **determined by which letter is the first letter of the word.** Let's look at these two different possibilities.

It is worth noting that all the TashlHeet words that bear "al" as definite article are borrowed from Arabic (see pages 12; 13).

❖ The moon letters.

In the first possibility, the Arabic definite article is pronounced with an "I" () at the beginning of a word. All words that begin with the following letters follow this rule:

i	u	h	m	k	q	f	ġ		x	H	b	a
y	w											

These letters are called **moon letters**, because the Arabic word for moon, **qamar**, begins with one of the letters in the group. Notice in the following examples that the definite article is pronounced by adding an I to the word:

A book	ktab		A shirt	qamija	
The book	I-ktab		The shirt	I-gamija	
A door	bab		A glass	kas	
The door	I-bab		The glass	I-kas	

❖ The sun letters.

In the second possibility, the Arabic definite article is pronounced by doubling the first letter of a word with a "shedda." All words that begin with the following letters follow this rule:

n	l		d	s	š	s	z	r	j	t

These letters are known as **sun letters**, because the Arabic word for sun, **šms**, begins with one of the letters in the group. Notice in the following examples that the definite article is pronounced by doubling the first letter of the word by using "shedda."

A brush	šita		A market	suq	
The brush	š-šita		The market	s-suq	
A car	umubil		A box	snduq	
The car	- umubil		The box	s-snduq	

THE TASHLHEET ALPHABET: TIFINAGH

TashlHeet has its own alphabet, tifinagh. The Amazigh language, of which TashlHeet is a dialect, has recently been introduced as an instructional language in some schools. According to IRCAM (Institute Royal de la Culture Amazighe), tifinagh is as follows, with examples:

SUPPLEMENTARY GRAMMAR LESSONS

These are lessons you can work on by yourself or with your tutor once you arrive at your site. It is unlikely you will be able to complete them during stage, unless you already have some experience with Arabic.

1-

TASHLHEET

NUMBERS

As previously explained, most speakers of tashlheet use Arabic numbers. However, we do have tashlheet numbers, which are below. It is important that you learn these numbers, as well, because in some areas, both Arabic and tashlhit numbers are used interchangeably.

Numbers	Masculine		Feminine	
One	yan		yat	
Two	sin		snat	
Three	krad		kra	
Four	kuz		kust	
Five	smmus		smmust	
Six	sdis		sdist	
Seven	sa		sat	
Eight	tam		tamt	
Nine	tza		tzat	
Ten	mraw		mrawt	

Eleven	yan d mraw	
Twelve	sin d mraw	

Thirteen	d mraw	
Fourteen	kuz d mraw	
Fifteen	smmus d mraw	
Sixteen	is d mraw	
Seventeen	sa d mraw	
Eighteen	tam d mraw	
Nineteen	tza d mraw	
Twenty	šrin	
Twenty-one	šrin d yan	
Twenty-two	šrin d sin	
Twenty-three	šrin d krad	
Twenty-four	šrin d kuz	
Twenty-five	šrin d smmus	
Twenty-six	šrin d sdis	
Twenty-seven	šrin d sa	
Twenty-eight	šrin d tam	
Twenty-nine	šrin d tza	
Thirty	šrin d mraw	
Foufty	sin ida šrin	
Fifty	sin ida šrin d mraw	
Sixty	ida šrin	
Seventy	ida šrin d mraw	
Eighty	kuz ida šrin	

Ninety	kuz ida šrin d mraw	
One hundred	miya	
One thousand	alf	

2-

MAKING TRANSITIVE**VERBS INTO TRANSITIVE**

Intransitive verbs are verbs that do not require a direct object such as:

To come in	kšm		To remember	kti	
To arrive	lkm		To drink	su	
To laugh	ssa		To understand	fhm	
To fall	r		To get up	nkr	
To win	rbh		To be late	l	
To work	xdm		To stand up	bdd	
To go out	fġ		To stop		

All these verbs can be made transitive by prefixing an **s** () to them. The new transitive verb normally has the meaning "to make someone do something." Look at how the meaning changes when the intransitive verbs **fhm** "to understand" and **ssa** () are changed into a transitive verb.

Examples:

You understand.	tfhmt	
Make me understand.	sfhmiyyi	
You laugh/are laughing	ssat	
You make me laugh.	a sat	

Here is a list of verbs commonly used in their transitive form:

To make (so/sth) enter/to	skšm	
---------------------------	------	--

bring in.		
To make (so/sth) laugh	s sa	
To remind (makes so remember)	skti	
To drop/to throw down (i.e to make sth fall).	s r	
To make (so/sth) work.	sxdm	
To water (i.e to make sth "drink").	swu	
To make (so) understand/to explain.	sfhm	
To make (so) get up/to wake (so) up.	snkr	
To make (so) arrive.	slkm	
To make (so) win.	srbh	
To make (so) be late.	s l	

Examples:

I bought in a dog to the house but my father took it out.	skšmg yan wiydi s tgmni walaynni issufgt baba.	
Wake up your brother.	snkr gmak.	
Turn on the TV, please.	sxdm t-tlfaza, afak.	

3-PASSIVE VERBS

Transitive verbs can be made passive by adding "t" () to them, as shown below:

To write	ara	
To be written (m, s)	ityara	
To be written (f, s)	ttyara	
To be written (m, p)	tyaran	
To be written (f, p)	tyarant	

To understand	fhm	
To be understood (m, s)	itufham	
To be understood (f, s)	ttufham	
To be understood (m, p)	tufhamn	
To be understood (f, p)	tufhamnt	

To buy	sg	
To be bought (m, s)	itwasga	
To be bought (f, s)	ttwasga	
To be bought (m, p)	twasgan	
To be bought (f, p)	twasgant	

To steal	akr	
To be stolen (m, s)	ityakar	
To be stolen (f, s)	ttyakar	
To be stolen (m, p)	tyakarn	
To be stolen (f, p)	tyakarnt	

Examples:

Hassan wrote the lesson.	yura hassan d-drs.	
The lesson was written.	d-drs ityara.	
The students understood the riddle.	fhm̄n t-tlam̄d l-luġz.	
The riddle was understood.	l-luġz itwafham.	
The thief stole the books.	yukr umxxar l-ktub.	
The books were stolen.	l-ktub tyakarn.	
Fatima bought three dresses.	tsġa fatima krat l-ksawi.	
The dresses were bought.	l-ksawi twasġant.	

Practice:

Exercise: put the sentences below in the passive form.

bbn Nadya l-nwayjns.	
2. ijr̄n Omar adadns s l-mus.	
3. kra n yan ikra tigm̄mi yad.	
- umubil.	
5. l gam.	
6. swiġ aman.	

3-**THE VERB "USED TO"**

Used to			ikkattin					
nkki	kkittin			nkni	nkkattin			
Kyyi/kmmi	tkkittin			knni	tkkamttin			
ntta	ikkattin			knninti	tkkamttint			

nttat	tkkattin		ntni	kkanttin		
			ntnti	kkanttint		

Examples:

I used to swim a lot.	kkigtin ar t umg bzzaf.	
He used to work in this hospital.	ikkatin ar itxdam g s-sbitar ad.	
They used to speak French very well.	kkantin ar sawaln tafransist mzyan.	
I used to smoke a lot.	kkigtin ar kmmig bzzaf.	

Practice:

Exercise: put the sentences below in the passive form.

bbn Nadya l-hwayjns.	
2. ijrH Omar adadns s l-mus.	
3. kra n yan ikra tigmme yad.	
- umubil.	
5. l gam.	
6. swig aman.	

4-**VERB PARTICIPLES**

Verb participles are adjectives derived from verbs. They agree in gender and number, like all adjectives, but not in person (I, you, he) or tense (past, present). Transitive verbs have two participles, an active and a passive participle. Intransitive verbs have only an active participle.

- **Singular participle (3rd person (m, s) past tense + n).**

Verb			3 rd person (m, s) past tense		Participle form	
To talk	sawl		isawl		isawln	

To sleep	gn		ign		ignn	
To be	g		iga		igan	
To give	fk		ifka		ifkan	
To take	asi		yusi		yusin	
To send	azn		yuzn		yuznn	
To do	skr		iskr		iskrn	
To steal	akr		yukr		yukrn	
To break	rz		irza		irzan	
To see	zr		izra		izran	
To eat	išš		išš		iššan	

- Plural participle (past tense + in).

Verb		3 rd person (m, p) past tense		Participle form	
To talk	sawl		sawln		sawlnin
To sleep	gn		gnn		gnnin
To be	g		gan		ganin
To give	fk		fkan		fkanin
To take	asi		usin		usinin
To send	azn		uznn		uznin
To do	skr		skrn		skrnin
To steal	akr		ukrn		ukrnin
To break	rz		rzan		rzanin
To see	zr		zran		zranin
To eat	išš		ššan		ššanin

Adjectives form their participle in the same way:

Adjective	Adjective 3 rd person (m, s)		Participle form	
Nice	ihla		ihlan	
Ugly/bad	ixšn		ixšn	
Old/big	imqqur		imqqurn	
Small/young	imzzy		imzzyn	
Tall/long	igzzif		igzzifn	
Short	igzzul		igzzuln	
Hot	irga		irgan	
Cold	ibrrd		ibrrdn	
Rare	idrus		idrusn	

Adjective	Adjective 3 rd person (m, p)		Participle form	
Nice	hlan		hlanin	
Ugly/bad	xšn		xšn	
Old/big	mqqurn		mqqurnin	
Small/young	mzziyn		mzziynin	
Tall/long	gzzifn		gzzifnin	
Short	gzzuln		gzzulnin	
Hot	rġan		rġanin	
Cold	brrdn		brrdnin	
Rare	drusn		drusnin	

Examples:

Which one is yours?	manwa igan wink?	
Who robbed the bank?	ma yukrn l-banka?	
Who broke the glass of the window?	ma yrzan j-jaj n š-šrjm ad?	
Who has eaten my pizza?	ma yššan l-ppitzanu?	
Who took the money from the wallet?	- - am?	
I bought a nice rug.	sġig yat tizrbit ihlan.	
Give me a cold coke, please.	fkiyyi yat kuka ibrdn afak.	

Practice:

Exercise: in the sentences below, supply the proper form of the participle of the verb or adjective written in parentheses.

1. ma (sawl) sul d l-austad nk?	
2. manwa (azn) tabrat ad i l-mudir?	
3. timġarin ad (igzul, ihla)	
4. riġ imik n waman (irġa)	
5. ma (snu) imkliy ad?	
6. manwa gitun (fk) l-flus i hmid?	

MOROCCAN HOLIDAYS

Holidays in Morocco are extremely important and festive occasions. Women and girls have henna parties and come out of their houses to celebrate. Visitors are entertained and gifts are exchanged among friends. Particular religious rites are performed. Special sweets and foods are washed down by glass after glass of mint tea as everyone gets caught up in the socializing and celebrating.

• RELIGIOUS HOLIDAYS

There are both religious and civil holidays in Morocco. The Gregorian calendar, based on solar computation, is used for civil purposes. This is the calendar Westerners generally use.

The Islamic calendar, based on lunar computation, divides the year into twelve months which reoccur in varying relationship to the Gregorian year and complete their cycle every thirty years of 355 days. These thirty-year cycles consist of nineteen years of 354 days and eleven years of 355 days. Thus, the Islamic calendar gains 10 to 11 days a year on the Gregorian year.

This calendar is called the Hegiran calendar because its starting point was the hegira, when Mohamed fled from Mecca in 622 of the Gregorian calendar. This calendar is used for religious purposes in Morocco.

Month	Transcription Name	Arabic	Festivals
1 st	muHarram		10 th of the month: ta šurt / am šur
2 nd	afar		
3 rd	rabi l-luwl		12 th of the month: id l-mulud
4 th	rabi t-tani		
5 th	jumada l-luwla		
6 th	jumada t-tanya		
7 th	rajab		
8 th	š ban		
9 th	an		
10 th	šuwāl		1 st of the month: l- id mzzin
11 th	du l-qi da		
12 th	du l-Hijja		10 th of the month: l- id mqquṛn / tafaska

Here are descriptions of the major festivals:

❖ <u>t ašurt / am šur</u>	_____
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muHarram, the first month of the Islamic year, is in Morocco called **ayyur t ašurt**, the month of the **t ašurt**. It has derived this name from the feast on the tenth day of the month. This day, called **as t ašurt** is the Islamic New Year's Day. It is said that Allah created Adam and Eve, heaven and hell, and life and death on the 10th.

The Day of Ashura (translit: ašura, also Aashoora and other spellings) is on the 10th day of Muharram in the Islamic calendar and marks the climax of the Remembrance of Muharram but not the Islamic month. For Shi'a Muslims, it commemorates the martyrdom of Husayn ibn Ali, the grandson of Muhammad at the Battle of Karbala in the year 61 AH (AD 680), and is a day for mourning.

Ashura is also commemorated by Muslims as the traditional date on which Noah's ark came to rest, the prophet Ibrahim (Abraham) was born and the Ka'ba was built in Mecca. Ashura corresponds to the Jewish festival of Yom Kippur, which was held by the Jews of Medina

Good food has a place in the rejoicing of t ašurt, in accordance with the traditional saying of the Prophet, "Who give the plenty to his household on the t ašurt day, God will bestow plenty upon him throughout the remainder of the year." Cow, bullock, goat, sheep, dried dates, and eggs are fixed according to local custom. Visits to the graves of relatives and alms-giving are common at this time.

Of great interest are the fire and water rites practiced at t ašurt, to which purificatory and other beneficial effects are ascribed. On t ašurt eve, "the bonfire night" fires are built throughout the town and the people sing and dance around them. The chief object of the rite is to purify men and animals or to protect them from evil influences, since there is "baraka" (blessings) from those fires.

Similar effects are attributed to the water rites which even more frequently are practiced on the following morning. It is a general belief that there is baraka in all water on this morning. To take a bath on the morning of the t ašurt day is a very wide-spread custom, and in many cases it was expressly said that it must be done before sunrise. Children are traditionally involved in this festival. They dress-up, play small drums, and are given gifts during this holiday.

In Morocco, the third month of the Islamic year is called **ayyur l-mulud**, the month of the **mulud**. These names are given because of the feast celebrating the birth of the Prophet which commences on the twelfth day of the month and lasts for several days. The **mulud** is a particularly blessed month and all children born during it are considered fortunate.

The Prophet's Birthday has more significance in Morocco because Morocco is a Kingdom rather than a republic, and King Mohamed VI is a descendant of the Prophet. The anniversary is brilliantly celebrated at the Imperial Palace in Rabat and in the evening in Sale a great procession of candles takes place.

In Meknes the Aissaoua brotherhood has its own unique celebration worth seeing. Followers of the holy man, l-hadi Ben Aissa throng to Meknes and play music, dance, celebrate and make what is called "the small pilgrimage" to nearby saints' tombs.

❖ laylatu l-qadr	
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Ramadan is the ninth month of the Islamic year. The most important feature of Ramadan is the complete abstinence from food, drink and sexual activity from daybreak to sunset. Every Muslim who has reached the age of puberty must fast. Pregnant women, menstruating women, travelers, and those who are ill are exempt from fasting, but should make it up at a later date.

According to Islam, there is one night in Ramadan which is more important than any other, namely, **laylatu l-qadr**, "the night of power." The Koran is sent down to the Prophet on that night. This night is one of the last ten nights of Ramadan, but its exact date has not been discovered by anyone but the Prophet himself. It is said to be one of the odd nights—the 21st, 23rd, 25th, 27th, or 29th—and in Morocco it is celebrated on the 27th day.

On the night of the 27th, the Muslims go to the mosque to pray. From sundown to daybreak, the imam (the prayer leader) reads the Koran. The complete Koran is read before the sun rises. It is believed by some that the sky will open up during this night and wishes will ascend directly to Allah and be granted. During the night, special meals of couscous are prepared and brought to the mosques. Those unable to go to the mosque eat specially prepared meals at home. Each family gives part of the meal to the poor.

❖ l- id mzzin / amzyan	
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Immediately following Ramadan is **l- id mzzin**, or "the little feast." Everyone stays up very late to hear the announcement that the new moon has been sighted and Ramadan and fasting are over. When it has officially been sighted, a three-day festival ensues in which alms-giving plays a major role. The

alms (zakat l-fitr) usually consist of food items like wheat or barley, and each family does the best it can and it is given just the day of l- id. The chief religious rite of the feast is a prayer service at the mosque in the morning.

❖ l- id mqqurn / tafaska	
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On the tenth day of the month **du l-hijja**, the last month of the year, the Islamic world celebrates its yearly sacrificial feast. In Morocco it is known as **l- id mqqurn** or "the great feast." This is the central feast in Islam, comparable to and derived from the feast of the atonement, Abraham's substitute sacrifice. Hence, the animal sacrificed must be mature and without blemish.

Every family must have its own sheep just as Americans need turkeys for the proper celebration of Thanksgiving. Those who cannot afford a sheep buy a lamb or another less expensive animal. In Morocco, the animal cannot be slain until the King has killed his sheep. Then in each household, the head of the family kills the sheep (sometimes a butcher is asked to come to the house and perform the ritual). The sheep is eaten in an orderly fashion determined by local custom. For example, on the first day, the liver, heart, stomach, and lungs are eaten. On the second day, normally the head and feet are eaten. However, the head and feet can be eaten on the first day if that is the local custom. There are purification and sanctification customs and rites that prepare the people for the holy feast and its principal feature, the sacrifice. People must purify and sanctify themselves in order to benefit from the holy feast and its sacrifice.

Personal cleanliness should be observed. Men and boys visit the barber and often make a trip to the hammam as well.

Henna is used as a cosmetic. Women paint their hands with it and, in many cases, also their feet. Among some ethnic groups, henna is also applied to domestic animals.

Alms-giving and prayer are two other purification rites practiced during the great feast. Gifts are exchanged between family members and a portion of the meal is given to the poor. The day begins with prayer. The chief praying ceremony takes place in the morning at the mosque.

• **MOUSSEMS**

Many Moroccan communities commemorate local saints, or "marabouts," in a yearly festival or "moussem." Most moussems are held near the tomb of the marabou and involve music, dancing and fantasia. For a very famous marabou's moussem, people will come from very far away. Some very famous moussems celebrate Moulay Bouchaib (near El Jadida), Moulay Brahim (near Marrakech),

Moulay Ya qub (Fes), and Moulay Idriss (Fes). Many towns have their own moussems known only to those in the region.

• NATIONAL HOLIDAYS

In addition to the religious holidays, some important civil holidays commemorating significant events in Morocco's recent history are celebrated. The most important of these are Independence Day, the Throne feast, Green March Day, and King Mohamed's birthday.

The Festival of the Throne, or *id l- rš*, is the biggest of the civil holidays. This festival commemorates the coming to power of the King on **July 30, 1959**. Celebrations including parades with nationalistic anthems usually occur in the cities with local government officials, like the governor, making appearances. Traditionally during this holiday, country people come to visit their city relatives, who are expected to feed and house them for the duration of the festival. There is often a special emphasis on improving the appearance of the town prior to this holiday. City employees clean streets and paint walls, and townspeople are sometimes required by government officials to paint their doors, whitewash their houses, and display flags.

Green March Day is also celebrated by large parades in most of Morocco. This day commemorates one of the greatest achievements of King Hassan II: the mobilization of 350,000 Moroccans for the march into the Sahara territory. On **November 6, 1975**, the first Moroccan marchers, under the leadership of the then Prime Minister Ahmed Osman, set out from Tarfaya and entered the Spanish territory. During the celebration, those who went on the actual march once again dress up in green and re-enact the march.

Independence Day, or *id l-istiqlal*, commemorates the **November 18, 1956** return of Mohamed V from his French-imposed exile in Madagascar. This day gives rise to receptions at the Imperial Palace and parades and celebrations all over Morocco.

The last of these major national holidays celebrates the King's Birthday, **August 21, 1962**. There are many organized celebrations in Rabat and broadcasts on the radio praising the King.

•

REGIONAL

L FESTIVALS

There are also many regional festivals which are centered around a particular product in which a region specializes. The product is displayed and sold; music and other activities take place in an atmosphere similar to a country fair.

Some famous regional festivals are the **Cherry Festival** in Sefrou, the **Date Festival** in Erfoud, the **Rose Festival** in El-Kelaat M'Gouna (near

Ouarzazate), the **Marrakech Folklore and Music Festival**, and the Immouzer Idawtanan **Honey Festival** (near Agadir).

One of the most interesting festivals in Morocco is the re-enactment of an ancient market in the High Atlas Mountains. At one time, these very isolated High Atlas tribes would gather yearly at a specific point near Imilchil where many mountain paths met for the yearly "market." Provisions for many months were bought and sold and at one time one of the reasons for coming was to acquire a bride. Men would meet a girl for the first time and pay her dowry then take her home. Some say this practice still exists and others say it is just a re-enactment for tourists, but in any case, it is a large market where many Berbers still buy many of the coming year's provisions.

Religious, civil, and regional festivals are an excellent chance to get out and see interesting things, meet people on an informal basis, and have fun. Dates of these celebrations can be obtained from the national tourist office branches in many cities, but people in your community will usually provide you with the information about your region.

It should be noted that the same festival may be celebrated somewhat differently in various sections of the country. For example, in Errachidia Province, a far greater emphasis is put on Green March Day than in other sections of Morocco because that province provided the first contingent for the march.

Be sure to check out the expectations of your community for a particular holiday, particularly in terms of visitation, entertaining, gift-giving, and participation, so you can get as involved as possible and enjoy the holidays.

GLOSSARY OF VERBS

This glossary provides both the present tense and the past tense conjugations for the subject "I", making it possible for to determine how to conjugate verbs of the second category.



English	Simple imperative (infinitive)		Continuous imperative		Past tense stem		Past tense pattern
Accept	qbl		tqbal		qbl		1
Accompany (so)	mun		tmun		mun		1
Accustom	myar		timyar/ timyur		myar		1
Add	zayd		tziyad		zayd		1
Afraid, to be			/ tiksud				1
Agree (with)	ttafq		ttafaq		ttafq		1
Angry, to be	qllq		tqllaq		qllq		1
Annoy	dd		dda		dd		1
Answer	jawb		tjawab		jawb		1
Appear	bayn		tbiyan		bayn		1
Arrest (sb)	hbs		thbas		hbs		1
Arrive	lkm		tlkam		lkm		1
Arrive, to make	slkm		slkam		slkm		1
Ascend	gli		aqlay		gli		1
Ask	saqsa		saqsa		saqsa		1
Ask, (in marriage)	siggil		siggil		siggil		1
Assemble	rkkb		trkkab		rkkb		1

(parts)							
Attack	hjm		thjam		hjm		1
Attend	hadr		thadar		hadr		1

B

Banter	tflla		tflla		tflla		1
Bathe	thmmim		thmmam		thmmim		1
Be	g		tgga		g		2
Beat sb (in game)	nru		tnru		nr		2
Befriend	ddukl		tdukk		ddukl		1
Beg	alb		alab		alb		1
Begin	bdu		bddu/ tbdu		bd		2
Belch Burb	sgrr		sgrra		sgrr		1
Believe (sb)	amn		ttamn		umn		1
Believe in	amn s		ttamn s		amn s		1
Benefit (from)	stafd		stafad		stafd		1
Betray	xun		txun		xun		1
Birth, to give	aru		ttaru		uru		1
Bite	bbi		tbbi		bbi		1
Blow up	ssuf		tssuf		ssuf		1

(with air)							
Blow up (explode)	bbaqqi		tbbaqqay		bbaqqi		1
Boil	ssis		tssis		ssis		1
Born, to be	lul		tlul		lul		2
Borrow	l		l		l		1
	sllf		tsllaf		sllf		1
Bow	knu		knnu		kn		2
Break	rz		rzza		rz		2
Breathe	sunfs		sunfus		sunfs		1
Bring	awid		ttawid		iwi _ d		
Brush (hair)	mšd		tmšad		mšd		1
Build	bnu		bnnu		bn		2
Burn	Hrg/ jdr		thrag/ jddr		Hrg jdr		1
Burst (a pipe)	stg		tstag		stg		1
Bury	l		al		l		1
Buy	sġ		ssag		sġ		1

C

Call	gr i		aqra		gr		2
Calm, to be	hddn		thddan		hddn		1
Camp	xiym		txiyam		xiym		1

Capture	amz		ttamz		umz		1
Care of, to take	thlla		thlla		thlla		1
Carry	asi		ttasi		usi		1
Carve (wood)	nqš		tnqqaš		nqš		1
Cash	srrf		tsrraf		srrf		1
Catch	amz		ttamz		umz		1
Cause	sbbab		tsbbab		sbbab		1
Change	bddl		tbddal		bddl		1
Change (money)	rrf		rraf		rrf		1
Change (weather)	badl		tbddal		badl		1
Charge of, to be in	tkllf s		tkllaf s		tkllf s		1
Cheat	guššu		tguššu		gušš		2
Cheat (exam)	nql		tnqal		nql		1
Chew	fzz		tfzz		fzz		1
Choose	sti		stti		sti		1
Churn	sndu		sndaw		snd		2
Clean	snqi		snqay		snq		2
Climb	gli		aqlay		gli		1
Close	qqn		tqqn		qqn		1
Cold,	sbrrd		sbrrad		sbrrd		1

to make							
Collect	smun		smunu		smun		1
Complain about	aštka f		†taštka f		aštka f		1
Compleat	kmml		†kmmal		kmml		1
Confuse	xrbq		†xrbq		xrbq		1
Consult (with)	mšiwir d		†mšiwir d		mšiwir d		1
Contact	l		al		l		1
Cook	snu		snwa		snu		2
Cooperate with	†awn (d)		†awan		†awn		1
Cough	†tusu		†tusu		†tusu		1
Count	hasb		†hasab		hasb		1
Crazy, to be	nufi		†nufi		nufi		1
Crazy, to make	snufi		snufi		snufi		1
Cross road	bbi		†bbi		bbi		1
Cross- breed	lqqm		†lqqam		lqqm		1
Cry	alla		alla		alla		2
Cry, to make	ssalla		ssalla		ssull		2
Cure	dawa		†ddwa		dawa		1
Cured,	†jji		††jji		†jji		1

to be							
Cut	bbi		tbbi		bbi		1
Cut (hair)	hssn		tḥssan		hssn		1
Cut (a pattern from cloth)	l		al		l		1

D

Damage	r		ssxsar		sxsar		1
Dance	šth		tštah		šth		1
	rkz		trkaz		rkz		1
Decrease							1
Dedicate	hdu		hddu		hd		2
Defeat	nru		tnru		nr		2
Defend	daf f		tdafa f		daf f		1
Delay	l		al		l		1
Deprive	hrm		tḥram		hrm		1
Descend	ggz		tggiz		ggz		1
Describe	f		af		f		1
Deserve	stahqqa		tstahqqa		stahqqa		1
Desire strongly	mmut f		tmtat f		mmut f		1
Destroy	xlu		xllu		xl		2
Develop (film)	ssufg		ssufug		ssufg		1
Die	mmut		tmtat		mmut		1
Differ	mxillif		tmxillif		mxillif		1

(from)							
Dig	ġza		qqaz		ġz		1
Dirty, to make	rku		trku		rk		2
Dirty, to get	srku		srkaw		srk		2
Disappear	ġbr		tġbar		ġbr		1
Discipline	rbba/ rbbu		trbba/ trbbu		rbba/ rbbu		1
Discuss (a topic)	jmm a		tjmma		jmm		1
Dislike (use negative)	(ur) hml		(ur) ttiħmal		(ur) hml		1
Dissolve sth	sduwb		sduwab		sduwb		1
Divide	b u		u/ attu				2
Divorce	llq		llaq		llq		1
Dizzy, to get	duwx		tduwax		duwx		1
Dizzy, to make	sduwx		sduwax		sduwx		1
Do	skr		skar		skr		1
Drag	jurru		tjurru		jurru		1
Draw up (water from well)	agm		ttagm		ugm		1
Dream	warg		twarga		warg		1
Dress	ls		lssa		ls		2

Dress up (slang)	tfrks		tfrkas		tfrks		1
Drink	su		ssa		sw		2
Drink, to make	ssu		sswa		ssw		2
Drive	ug		wag		ug		1
Drop up	r/ luH		ar/ tluH		r/ luH		1
Drown	grq		tgraq		grq		1
Drunk, to get	skr		tskar		skr		1
Dry, to get	zzwu		zggu		zw		2
Dry (a wet floor)	jffif		tjffif		jffif		1
Dye	bğ		bağ		bğ		1

E

Earn (money)	uwr		uwar		uwr		1
Easy, to make	srxu		srxaw		srx		2
Eat	išš		štta		šš		2
Eat breakfast	fdr		tfdar		fdr		1
Economize	d		ad		d		1
Elect	ntaxb		tntaxab		ntaxb		1
Embarrass	shššm		shššam		shššm		1

(sb)							
Embarrassed, to be	hššm		tššam		hššm		1
Embrace	nng		t nnag		nng		1
Embrace Islam	slm		tslam		slm		1
Emigrate	hajr muddu		thajar tmuddu		hajr muddu		1
Empty	xwu		txwu		xw		2
Encourage	šjj		tšjja		šjj		1
Enjoy sth	brr		tbrra		brr		1
Enroll	tsjil		tsjjal		tsjil		1
Enter	kšm		kššm		kšm		1
Envy	hšd		tšsad		hšd		1
Erase	mhu		tmhHay		mH		2
Escape	rwl		rggl		rwl		1
Estimate	qddr		tqddar		qddr		1
Exchange	sbadl		sbaddal		sbadl		1
Exit	fġ		tffag		fġ		1
Experience	jrrb		tjrrab		jrrb		1
Expire	xsr		txsar		xsr		1

F

Face	mgabal		tmgabal		mgabal		1
Facilitate	srxu		srxaw		srx		2
Faint	sxf		tsxaf		sxf		1

Fall	r		ar		r		1
Fall, to make	r		ar		r		1
	luH		tluH		luH		1
Fake	zwwr		tzwwar		zwwr		1
Fart	skuzzi		skuzzi		skuzzi		1
Falsify	zwwr		tzwwar		zwwr		1
Fast	azum		ttazum		azum		1
Fear			ttiksud				1
Feed	swaš		swašša		swaš		1
Feel	Hssu		tHssu		Hss		2
Ferment	xmmr		sxmar		xmmr		1
Fight (physically)	mmağ		tmmağ		mmağ		1
Fill	mmr		t mmar		mmr		1
Finance	qwwm		tqwwam		qwwm		1
Find	af		ttafa		uf		2
Finish	kmml		tkmmal		kmml		1
Fix	awb		awab		awb		1
	lh		lah		lh		1
Flatter (a female)	alg		ttalg		alg		1
Flee	rwl		rggl		rwl		1
Flip	sgllb		sgllab		sgllb		1
Fly	ayyl		ttaylal		uyyl		1
	ffarri		tfarray		ffarri		1
Follow	tab		ttaba		tab		1

Forbid	mn		tmna		mn		2
Forge (signature)	zwwr		tzwwar		zwwr		1
Forget	ttu		tettu		ttu		1
Forgive	samH		tsamah		samH		1
Free	lq		luq		lq		1
Fry	qli		tqllay		qli		1
Full (of food), to be	šba		tšbaa		šba		1
Fun, to have	fjjij		tfjjij		fjjij		1
	nšt		tnšat		nšt		1

G

Gain	rbH		trbah		rbH		1
Gamble	qmmr		tqmmar		qmmr		1
Gather	smun		smunu		smun		1
Gather	jtam		tjtama		jtam		1
Gaze	squrri		squrri		squrri		1
Get	amz		ttamz		umz		1
Get down	gz		tgz		gz		1
Get on	gli		aqlay		gli		1
Get sick							1
Get up	nkr		nkkrr		nkr		1
Get used to	myar		ttimyar		myar		1

Give	fk		akka		fk		2
Give a ride	slkm		slkam		slkm		1
Give a speech	b		ab		b		1
Give back	rar		trara		rur		2
Glue	q		aq		q		1
Go	ddu		tddu		dd		2
Go ahead of (In front of)	zwur		zgguru		zwur		1
Go by	zri		zray		zri		1
Go out	fġ		tfaġ		fġ		1
Go through	zri ġ		rzay ġ		zri		1
Go up	ġli		aqlay		ġli		1
Gossip	sawl f		Sawal f		Sawl f		1
Govern	hkm		thkam		hkm		1
Grab	amz		ttamz		umz		1
Graze	ks		kssa		ks		2
Greet	sllm		tsllam		sllm		1
Grill	šwu		tšwu		šwu		1
Grind	a		zzad				1
Guarantee	mn		man		mn		1
Guard	sses		† ssas		sses		1

H

Hand	zzri		zzray		zzri		1
Hang	agl		ttagl		ugl		1
Hang to dry	fsr		tfsar		fsr		1
Happen	wq		tuqa		wq		1
	jru		tjru		ijra		2
Happy, to be	frH		tfraH		frH		1
Happy, to make	sfrH		sfraH		sfrH		1
Harvest	mgr		mggr		mgr		1
Hatch							1
Hate	krh		tkrah		krh		
Have	dar		-		-	-	1
Hear	sflid		sflid		sflid		1
Heat	srġ		srqqa		srġ		2
Help	awn		t awan		awn		1
Hide sth	snfi		snfay		snfi		1
Hide (oneself)	Hdu		tHdu		Hd		1
Hire (a car)	kru		krru		kr		2
Hit	ut		kkat		ut		1
Hit, to be	ttut		-	-	ttut		1

Hold	amz		ttamz		umz		1
Hope	tmnna		tmnna		tmnna		1
Hug	nnq		t nnaq		nnq		1
Hunt	gummr		gummr		gummr		1
Hurry	zrb		tzrab		zrb		1

I

Ill, to make							1
Imitate	qlld		tqllad		qlld		1
Impose	bzzez		tbzzaz		bzzez		1
Increase	zayd		tzayyad		zayd		1
Infect	ada		t ada		ada		1
Inform	lm		t lam		lm		1
Inherit	wrt		twrat		wrt		1
Injure	jrh		tjrah		jrh		1
Install	skšm		skšam		skšm		1
	rkkb		trkkab		rkkb		1
Insult	ayr		t iyar		ayr		1
Invite			t				1
Irrigate	ssu		sswa		ssw		2
Irritate	sqlq		sqlaq		sqlq		1
Irritated, to be	qlq		tqlaq		qlq		1

J

Joke	a		a		a		1
	tflla		tflla		tflla		1
Judge	hkm		thkam		hkm		1
Jump	rqqz		trqqaz		rqqz		1

K

Keep (house)	gabl		tgabal		gabl		1
Kick (ball)	ut		kkat		ut		1
Kiss	ssudn		ssudun		ssudn		1
Knead	jn		t jan		jn		1
Know	ssn		ttisan		ssn		1

L

Late, to be	l		al		l		1
Late, to make	l		al		l		1
Laugh	ssa		ssa		ssa		1
Laugh, to make	ssadsa		ssadsa		ssadsa		1
Lay down	srs		srus		srs		1
	r		ar		r		1
Learn	t llm		t llam		t llm		1
Leave	fg		tffag		fg		1
Leave (city)	rhl		trhal		rhl		1

Lend	sllf		tsllaf		sllf		1
	l		l		l		1
Let	ajj		ttaj		ujj		2
	xxa		txxa		xxa		1
Lie	skirkis		skirkis		skirkis		1
	skdub		skdub		skdub		1
Lift	asi		ttasi		usi		1
Light	ssrg		ssrg		ssrg		1
Like	jb		t jab		jb		1
Live (reside)	zdg		tzdag		zdg		1
Lock	rgl		rggl		rgl		1
Look	zr		zrra		zr		2
Look after	gabl		tgabal		gabl		1
Look alike	rwas		trwas		rwas		1
Look down	hgr		thgar		hgr		1
Look for	qllb s		tqllab s		qllb s		1
Look like	bayn zund		tbayyan		bayn		1
Look out (window)	agg		ttagga		ug		2
Lose	jlu		jllu		jl		2
Love	iri		ttiri		ri		1
	mmut f		tmtat f		mmut f		1
Lower	zzugz		zzuguz		zzugz		1
			tnaqqas				1

M

Make	skr		skar		skr		1
Maltreat (destroy)							1
Manipulate	thkkm		thkkam		thkkm		1
Manufacture	n		na		n		1
Marry	tahl		ttahal		tahl		1
Marry off (daughter)	stahl		stahal		stahl		1
Massage (Hammam)	kssl		tkssal		kssl		1
Measure	br		t bar		br		1
Meet	mnaggar		tmnaggar		mnaggar		1
	maqgar		tmaqgar		maqgar		1
Melt	dwwb		tdwwab		dwwb		1
	fsi		fssi		fsi		1
Memorize	hfd		thfad		hfd		1
Milk	zzig		tzzig		zzig		1
Mistake, to make	glt		tglat		glt		1
Mix	xld		txlad		xld		1
Move (sth)	smas		smassa		smus		2
Move	mmas		tmassa		mmus		2
Move (residence)	rhl		trhal		rhl		1
Murder	ng		nqqa		ng		2

N

Need	htajja		thtajja		htajja		1
Noise, to make	dd		dda		dd		1

O

Oblige	bzziz		tbzzaz		bzziz		1
Offer	hdu		thdu		hd		2
Open	rzm		rzzm		rzm		1
Operate (surgical)	ftH		tftaH		ftH		1
Oppress	ddb		† ddab		ddb		1
Order (sth)	alb		alab		alb		1
Order (so)	amr		ttamr		umr		1
Owe	tfar		tfar		tfar		1
Own	mlk		tmlak		mlk		1

P

Pack	smun		smun		smun		1
Paint	sbġ		tsbaġ		sbġ		1
Participate	šark		tšarak		šark		1
Pass	zri		zray		zri		1
Pass (exam)	njH		tnjaH		njH		1
Patient, to be	br		bar		br		1

Pay							1
Paid, to be							1
Peel	qššr		tqššar		qššr		1
Permit	samH		tsamah		samH		1
Photograph	wwr		wwar		wwr		1
Pgatograph, to be	wwr		tswwar		wwr		1
Pick (light fruit)	kks		tkks		kks		1
Pile up	sgudi		sguduy		sgudi		1
Plant	zzu		tzzu		zz		2
Play	l b		tl ab		l b		1
Plow	krz		kkrz		krz		1
Possess	af		tttf		af		1
Pour	ffi		tffi		ffi		1
Pray	zzal		tzalla		zzul		1/ 2
Precede	zwar		tzwar		zwar		1
Prepare	sujad		sujad		sujad		1
Print	b		ba		b		1
Prohibit	mn		tmna		mn		1
Prune	zbr		tzbar		zbr		1
Pull	jbd		tjbad		jbd		1
Push	thi		thay		thi		1

Put	srs		srus		srs		1
-----	-----	--	------	--	-----	--	---

Q

Quarrel	zi		tzi		zi		1
Quit, to be	fs		tfis		fs		1
Quit, to make	sfis		sfssa		sfis		1

R

Raise	all		talla		ull		2
Reach	lkm		lkkm		lkm		1
Read	gr		aqra		gr		2
Receive (letter)	amz		ttamz		umz		1
Recognize	akz		ttakz		ukz		1
Record	sjjl		tsjjal		sjjl		1
Reduce	naqs		tnaqqas		naqs		1
Refuse	agi		ttagi		agi		1
Regret	ndm		tndam		ndm		1
Rejoice	frH		tfracH		frH		1
Relax	sunfu		tsunfu		sunf		2
Release	lq		luq		lq		1
Rely on	uwl		t uwal		uwl		1
Remain	gama		tgama		gama		1
	qama		tqama		qama		1
Remember	aql		t aqal		aql		1

	kti		ktti		kti		1
Remind	skti		sktay		skti		1
Remove	kks		tkks		kks		1
Renew	jdded		tjdded		jdded		1
Rent	kru		krru		kr		2
Repair	dl		† dal		dl		1
Repeat	awd		† awad		awd		1
Repent	tub		ttub		tub		1
Reply	jawb		tjawab		jawb		1
Request	alb		alab		alb		1
Resemble	rwas		trwas		rwas		1
Resign	staql		staqal		staql		1
Respect	htarm		httaram		htarm		1
Respond	jawb		tjawab		jawb		1
Rest	sunfu		tsunfu		sunf		2
Return (to place)	wrri		turri		wrri		1
Return (sth)	rar		trara		rur		2
Ride	ni		tnay		ni		1
Rinse	slil		slili		slil		1
Rise (sun)	gli		aqlay		gli		1
Rise (wake up)	nkr		nkkr		nkr		1

Rot	xsr		txsar		xsr		1
Round, to go	wwr		wwar		wwr		1
Rub	hukku		thukku		hukk		2
Run	azzl		ttazzal		uzl		1
Run away	rwl		rggl		rwl		1
Rush	zrb		tzrab		zrb		1

S

Satisfy	qn		tqna		qn		1
Save	hbu		hbpu		hb		2
Save (money)	smun		smunu		smun		1
Say	ini		ttini		nni		2
Scratch	kmz		kkmz		kmz		1
Scream	sguyu		sguyu		sguy		1
Screw	ziyr		tziyyar		ziyr		2
See	zr		zrra		zr		2
See one another	mmzr		tmzra		mmzr		2
Sell	znz		znza		znz		2
Send	azn		ttazn		uzn		1
Separate	u		u		bd		2
Set (sun)	ruh		truh		ruh		1
Set up	rkkb		trkkab		rkkb		1

Sew	gnu		gnu		gn		2
Shake (palsy)	rgig		trgig		rgig		1
Shake hands with	sllm d		tsllam d		sllm d		1
Shake out	ssus		tsus		ssus		1
Share	u		u		bd		2
Shepherd	ks		kssa		ks		2
Shop (weekly market)	tswwq		tswwaq		tswwq		1
Shop (food)	u		u		qd		2
Shout	sguyu		sguyu		sguy		1
Show	ml		mmala		ml		2
Shower	dwwš		tdwwaš		tdwwaš		1
Shut	qqn		tqqn		qqn		1
Shut up	fs		tfssa		fs		1
Sift	ssif		ssifif		ssif		1
Sightsee	huws		thuwas		huws		1
Sign	sni		snay		sni		1
Simplify	ssrxu		ssrxaw		ssrx		2
Sing	irir		ttirir		rir		1
Sink	grq		tgraq		grq		1
Sit	skkiws		tskkiwis		skkiws		1
	gawr		tgawar		gawr /		1

					ggiwr		
Skin	azu		ttazu		uz		2
Skip	ssiki		tssiki		ssiki		1
Slap (face)	mrrq		tmrraq		mrrq		1
Slaughter	grs		aqgrus		grs		1
Sleep	gn		ggan		gn		1
Sleep, to make	sgn		sgan		sgn		1
Slip	zlg		tzlag		zlg		1
Smear	jllx		tjllax		jllx		1
Smell	u		u				2
Smell, to be	jjju		tjjju		jj		2
Smoke	kmi		kmmi		kmi		1
Solder	lHHm		tlHHam		lHHm		1
Speak	sawl		sawal		sawl		1
Specialize							1
Spend (money)	rrf		rraf		rrf		1
Spend (day)	kl		klla		kl		2
Spend (night)	ns		nssa		ns		2
Spend (time)	zzri		zzray		zzri		1

Spin	llm		tllm		llm		1
Spit	ssufs		ssufus		ssufs		1
Splash	ruš		truššu		ruš		1
Stand	bidd		tbddad		bidd		1
Start	bdu		bddu		bd		2
Stay	skkiws		tskkiws		skkiws		1
	ggawr		tgawar		ggawr		1
Stay up late	shr		tshar		shr		1
Steal	akr		ttakr		ukr		1
Stepon	akl		ttakl		ukl		1
Sting	qqs		tqqs		qqs		1
Stink	jju		tjju		jj		2
Stir	hrrk		shrrak		hrrk		1
Stop	bidd		tbddad		bidd		1
	hbs		thbas		hbs		1
Stop speaking with	zi		tzi		zi		1
Strike (work)	- rab		skar		skr		1
Study	gr		aqra		gr		2
Succeed at	njH ġ		tnjah		njH		1
Suck	ssum		ssumum		ssum		1
Suffer	mrrt		tmrrat		mrrt		1
	t ddb		t ddab		t ddb		1
Survive	iš		t iš		iš		1

Swallow	lqi		lqqi		lqi		1
Swear	ggal		tgalla		ggul		2
Sweat	rg		† rag		rg		1
Sweep	šttb		tšttab		šttb		1
Swell	bzg		tbzag		bzg		1
Swim	um		† um		um		1
Switch off	ssns		ssns		ssns		2
	sxsi		sxsay		sxsi		1
Switch on	ssrg		srğa		ssrg		2

T

Take	amz		ttamz		umz		1
Take off	kks		tkks		kks		1
Take care of	thlla		thlla		thlla		1
Take charge of	tkllf		tkllaf		tkllf		1
Talk	sawl		sawal		sawl		1
Tape (record)	sjjl		sjjal		sjjl		1
Tape (scotch)	q		aq		q		1
Taste	i		tmday		i		1
Teach	ssgr		ssagra		sgr		2
	s llm		s llam		s llm		1
Tear (sth)	bbi		tbbi		bbi		1
Tense	qššb		tqššab		qššb		1

	tfla		tfla		tfla		1
Tell	ini		ttini		nni		2
Think	fkk		tfkk		fkk		1
	xmmim		txmmam		xmmim		1
Think that	gal izd		ttigal		gal		1
Threaten	hddid		thddid		hddid		1
Thresh	srut		srwat		srut		1
Throw	luh		tluh		luh		1
Tickle	skr hrr		skar hrr		Skr hrr		1
Tie (belt)	qqn		tqqn		qqn		1
Tighten	ziyr		tziyar		ziyr		1
Tired, to be	rmi				rmi		1
Tired, to make	srmi		srmay		srmi		1
Torture	s ddb		s ddab		s ddb		1
Touch	ggr		tggr		ggr		1
	sli		slay		sli		1
Train	sdrrb		sdrrab		sdrrb		1
Translate	trjm		trjam		trjm		1
Travel	safr		tsafar		safr		1
Trick	šmt		tšmat		šmt		1
Try (attempt)	haw		thawal		haw		1
Try (experience to do sth)	jrrb		tjrrab		jrrb		1
Try on	qiys		tqiya		qiys		1

Turn	wwr		wwar		wwr		1
Turn around	wwr		wwar		wwr		1
Turn down (volume)					snaq		1
Turn over (sth)	sgllb		sgllab		sgllb		1
Twist	s uwwj		s uwwaj		s uwwj		1

U

Understand	fhm		tfham		fhm		1
Understand, to make	sfhm		sfham		sfhm		1
Upset	sllq		sllaq		sllq		1
Upset, to be	tllq		tllaq		tllq		1
Use	st ml		st mal		st ml		1
Use to, To be of	lh		lah		lh		1
Used to, to become	myar		ttimyar		myar		1
Useful, to be	nf		tnfa		nf		1

V

Visit	kk		tkka		kk		2
Vomit	rar		trara		rar		2

W

Wait	qql		tqql		qql		1
Wake (so)	snkr		snkar		snkr		1
Wake up	nkr		nkkrr		nkr		1
Walk	zzigz		zzigiz		zzigz		1
	ssudu		ssadaw		ssudu		2
Walk around	huwws		thwwas		huwws		1
Want	iri		ttiri		ri		1
Warm heat	ssrg		ssrga		ssrg		2
Warm, to be	rg		rqa		rg		2
Water	ssu		sswa		ssw		2
Wash	ssird		ssirid		ssird		1
Wash (clothes)	bbn		bban		bbn		1
Wash (floor)	siyq		tsiyaq		siyq		1
Waste	iy		iya		iy		1
Watch	tfrrj		tfrraj		tfrrj		1
Wave	šiyrr		tšiyar		šiyrr		1
Wear	ls		lssa		ls		2
Weep	alla		alla		ul		2
Weigh	br		t bar		br		1
Welcome	rnhb		trnhab		rnhb		1
Weld	sudi		tsuday		sudi		1

Well, to be	jjj		tjjj		jjj		1
Watch	tfrrj		tfrraj		tfrrj		1
Wave	šiy		tšiyar		šiy		1
Wear	ls		lssa		ls		2
Weep	alla		alla		ul		2
Weigh	br		t bar		br		1
Welcome	rHHb		trHHab		rHHb		1
Weld	sudi		tsuday		sudi		1
Well, to be	jjj		tjjj		jjj		1
Wet, to make	sbdig		sbdig		sbdig		1
Wet, to be	bdig		addig		bdig		1
Whistle	ffr		ffar		ffr		1
	ig		ig		ig		1
Widen	sus		sus a		sus		1
Win	rbH		trbaH		rbH		1
Wipe (dry floor)	jffif		tjffaf		jffif		1
Wipe off	msH		tmsaH		msH		1
	mHi		tmHay		mHi		1
Wiped out, to be	sxf		tsxaf		sxf		1

Wish	tmnna		tmnna		tmnna		1
Witness	šahd		tšahad		šahd		1
Work	xđm		tđdam		xđm		1
Worry	tštñ		tštñ		tštñ		1
Worth, to be	swu		tswu		sw		2
Wound	jñH		tjñH		jñH		1
Write	ara		ttara		ur		2

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